

COURSE OF STUDY IN OLD WORLD
BACKGROUNDS FOR A SEVENTH
GRADE CLASS IN SOCIAL STUDIES

Service Paper

William Arthur Sartorelli

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Service Paper

COURSE OF STUDY IN OLD WORLD BACKGROUNDS FOR A
SEVENTH GRADE CLASS IN SOCIAL STUDIES

Submitted by
William Arthur Sartorelli
(Holy Cross, B.A. 1943)

In partial fulfillment of requirements for
the degree of Master of Arts in Education

1948

First Reader: Assistant Professor William H. Cartwright

Second Reader: Professor Franklin C. Roberts

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INTRODUCTION

The program of social studies in the Chelsea junior high schools has been changed in the last two years. The teaching of Old World Backgrounds was put in the seventh grade, American history in the eighth and Civics in the ninth. As a result there was a need of new and up to date courses of study in these subjects. This service paper is an attempt to give a suitable course of study for the seventh grade in Old World Backgrounds.

There is now a three cycle program in social studies being taught in the Chelsea School System. The first cycle occurs in the elementary grades where Old World Backgrounds is taught in the fourth grade, United States history in the fifth, and United States geography in the sixth. The second cycle commences in the junior high school with Old World Backgrounds being taught in the seventh grade, American history in the eighth and Civics in the ninth. The third cycle is completed in the senior high school where World History is taught in the tenth grade, American History in the eleventh and Problems of Democracy in the twelfth.

Previously the content of Old World Backgrounds had been taught mainly as Ancient History in the ninth grade, but this was not in keeping with the logical sequence of subjects ob-

served in the elementary and high schools. For this reason, and to bring more modern material into the ninth grade the course in Old World Backgrounds was decided on for the seventh grade.

Actually this course is one of the older ones in the curriculum. It was first recommended by the Committee of Seven which said "We believe that whenever possible history should be a continuous study." 1/ This Committee recommended four blocks or periods of history to be studied which they believed in large measure accorded with the natural order of events and showed the sequence of historical facts.

The four periods of history were (1) Ancient History, (2) Medieval and Modern European History, (3) English History, (4) American History and Civil Government. The Committee cautioned that they should be taught in the above sequence and that no one of these fields could be omitted without leaving "serious lacunae in the pupils knowledge of history." 2/

In this same report Lucy M. Salmon writing separately of the elementary school social studies program says,

"the makers of our programmes have encouraged the public to believe that the history of the United States is the only history worth studying -----.

1/ Report to the American Historical Association by the Committee of Seven, Andrew C. McLaughlin, chairman, The Study of History in Schools (New York: The Macmillan Company, 1899), p. 27.

2/ Ibid., pp. 34-35.

Yet there are grave objections to this exclusive study of the history of the United States. It gives but a warped, narrow, circumscribed view of history--It is history detached from its natural foundation--European history, it is history suspended in mid air, it has no natural beginning apart from its connection with European history." 3/

Salmon then recommends that Greek and Roman History be taught in grade five, Medieval and Modern European History in grade six, English history in grade seven and American History in grade eight. 4/

Of course today we have almost done away with the specific courses of Ancient History, Medieval and Modern European History, and English History, but in the reorganization of Old World Backgrounds and placing it in the seventh grade and the adoption of World History in the tenth, it is felt that the essential elements of all these courses are kept which preserve the natural order of events and show the sequence of historical facts leading to American History. This is what the Committee of Seven wished to observe. Thus the teaching of Old World Backgrounds is essential before American History can be undertaken.

Edgar B. Wesley found in a special analysis that European Backgrounds was most frequently taught in grade six. 5/ but

3/ Ibid., pp. 162-163.

4/ Ibid., p. 167.

5/ Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942), p. 49.

this was mainly in eight year elementary schools. To further defend advancing Old World Backgrounds to the seventh we have the words of Erling M. Hunt who said, "The Old World Backgrounds even when included in the social studies program comes early and gives no attention to the interaction of the history of the United States." 6/

Dorothy Merideth in her survey of secondary school social studies in 1945 noted the disappearance of ancient, medieval, and modern history courses in line with an increasing popularity of one year World History courses in the tenth grade with United States History following in the eleventh. 7/ In grades seven and eight she found that American History was most frequently taught. While no state courses of study included Old World Backgrounds in the seventh three cities from a total of thirty-three included it. 8/

We can draw two inferences from this. First Merideth finds that the senior high school social studies are more flexible than those of the junior high school. 9/ Thus we can assume that the high school has entered upon a trend that will soon follow in the junior high school of offering Old World

6/ Erling M. Hunt, "The Relation of American History to the Other Social Studies," The Study and Teaching of American History, Seventeenth Yearbook of the National Council for the Social Studies, 1946, p. 175.

7/ Dorothy Merideth, "Secondary School Social Studies in 1945," Social Education, 9:347, December, 1945.

8/ Ibid., p. 348.

9/ Ibid., p. 349.

Backgrounds before American History in grade eight.

Secondly, the curriculum of the cities are usually more flexible than those of State Boards of Education. Three of the cities reporting Old World backgrounds being taught in grade seven may be the beginning of this trend.

The general objectives offered for this course of study are as follows:

1. To gain an increased understanding of the present through a study of the past.
2. To realize that each individual plays some part in the progress of civilization.
3. To develop a feeling of the unity and continuity of the progress of civilization.
4. To develop right ideals and standards through an appreciation of the best in the civilizations in the past and present.
5. To develop an interest in and an understanding of allusions to historical events and individuals in the speech and press of today and in the literature of the past and present.
6. To develop an appreciation of the contributions of other peoples to civilization.
7. To develop wide and discriminate reading in the field of history as a permanent habit in the wise use of leisure time.
8. To develop skill in using libraries, books, sifting evidence, analysis, and observation.
9. To develop skill in writing and making or reading maps and charts.
10. To develop habits of neatness, industry, accuracy, and cooperation.
11. To serve as a background for a more comprehensive understanding of American History.

The course of study is divided into nine units which seem to be topical units, that is a grouping of a huge body of subject material dealing with the same topic. For example, the first two units are "Prehistoric Man" and "Ancient Egypt."

It may seem that what previously were called chapters are now called units and such would be the case if these units were mere grouping of related materials. However, the weaknesses of topical units as pointed out by Caswell and Campbell (who raised the questions, "Is the source of unity upon which the unit rests fundamental? " and "Does the unit involve a significant reorganization of instruction?") ^{10/} are recognized and an attempt is made to include something more fundamental than mere unity of subject matter in each unit. For example, in the first unit on Prehistoric Man it is not attempted to put together a mere jumble of facts relating to the first man but an attempt is made through the means of the overview, objectives and activities of the unit to present the following theme or idea throughout the unit: Prehistoric man in seeking food, clothing, and shelter found the means of improving his conditions of life; the improvements that he made were the fundamental beginnings of our modern day life.

Thus each unit has an overview which presents the theme of unity for each unit and the objectives that follow the overview

^{10/} Hollis L. Caswell and Doak S. Campbell, Curriculum Development (New York; American Book Company, 1935), p. 406.

point up to an elaborate on this central theme of unity. Furthermore, the subject matter considered relates only to and illustrates this theme of unity.

This course of study is based on the use of the following two textbooks:

- (1) Hartman, Gertrude, Builders of the Old World, Boston: D. C. Heath and Company, 1946.
- (2) West, Ruth and Willis Mason West, The New World's Foundations in the Old. Boston: Allyn and Bacon, 1946.

For further reading in each unit is included a group of specific general references. These give specific topics for reference and the sources for them. These general references are written by experts in the field writing for secondary school children. It is recommended that they be used frequently and in a variety of ways in order to encourage reference work and the historical method. Wesley says, "In no subject, except possibly English, is the reading program more fundamental." 11/ He further warns that it should not be called "outside reading" or any other such name as these are psychological handicaps to both the teacher and the pupils, but should be merely designated as "the reading program." 12/

The following is the bibliography of these general references:

11/ Wesley, op. cit., p. 305.

12/ Ibid., p. 306.

- Breasted, James H., Ancient Times. New York: Ginn, 1935.
- Coffman, Ramon, The Child's Story of the Human Race. London: Jonathan Cape, 1925.
- Davis W. S., A Day in Old Athens. Boston: Allyn and Bacon, 1914.
- _____, A Day in Old Rome. Boston: Allyn and Bacon, 1925.
- _____, Life on a Medieval Barony. New York: Harper, 1922.
- _____, The Influence of Wealth on Imperial Rome. New York: Harrison, Smith, and Robert, 1933.
- Emerton, George, Introduction to the Middle Ages. Boston: Ginn, n.d.
- Guerber, Helene A., Story of Our Civilization. New York: Holt, 1926.
- _____, Story of Old France. New York: American, 1910.
- _____, Story of the Romans, New York: American, 1896.
- Gulick, C. B., The Life of the Ancient Greeks. New York: Appleton, 1902.
- Haarem, J. H. and A. B. Poland, Famous Men of the Middle Ages. New York: American, 1904.
- Hall, Jennie, Men of Old Greece. Boston: Little, Brown, 1905.
- _____, Our Ancestors in Europe. New York: Silver, Burdett, 1916.
- Harding, S. B., New Medieval and Modern History. New York: American, 1925.
- Herrick, C. A., History of Commerce and Industry. New York: Macmillan, 1917.
- Johnston, H. W., Private Life of the Romans. Chicago: Scott, Foresman, 1932.
- Mahaffy, J. P., What Have the Greeks Done for Modern Civilization. New York: Putnam, 1909.
- Maspero, Sir G. C. C., Life in Ancient Egypt and Assyria. New York: Appleton, 1921.
- Osgood, Ellen L., History of Industry. Boston: Ginn, 1935.

Preston, H. W. and Louise Dodge, The Private Life of the Romans, Chicago: Sanborn, 1893.

Rawlinson, George, The Story of Ancient Egypt. New York: Putnam, 1889.

Tappan, Eva M., Old World Hero Stories. Boston: Houghton, Mifflin, 1911.

_____, Story of the Greek People. Boston: Houghton, Mifflin, 1908.

_____, Story of the Roman People. Boston: Houghton, Mifflin, 1910.

_____, When Knights Were Bold. Boston: Houghton, Mifflin, 1911.

Van Loon, Hendrik W., Story of Mankind. New York: Liveright, 1938.

Webster, Hutton, Early European History. Boston: Heath, 1935.

Whitcomb, Ida Prentice, Young People's Story of Art. New York: Dodd, 1906.

In addition in each unit is given a bibliography entitled "For Further Reading." In it are included books on fiction, biography, history, and travel which are of especial interest for children. Unless designated specifically of high school level, they are all of junior high school reading level. Those starred (*) are especially recommended.

These books are included in order to help the teacher and to encourage extensive reading. It is not recommended that the teacher give compulsory readings from these lists, but it is recommended that the teacher fully acquaint the pupil with these books and use all means to secure voluntary reading.

At the end of each unit are listed separately groups of problems and activities. The problems are as defined by

Wesley, "The word problem usually indicates a challenge the meeting of which requires study and investigation." 13/ and the word activity is synonymous with Wesley's project which he defines as "Some activity, such as constructing, observing, debating, or collecting that is directed toward the learning of a significant skill or process. 14/

No tests, although recommended, have been provided with each unit for it is felt that it is a task within itself to provide valid objective tests.

13/ Wesley, op. cit., p. 511.

14/ Ibid., p. 511.

UNIT I

PREHISTORIC MAN

Overview

The stories in this unit tell how man met the problems of his day in securing food, clothing, and shelter. Through his struggle with nature to reach those ends he found means of improving the conditions of his life. Here were the beginning of much that is our life today. Domesticating animals, using fire, working with the soil, making things with the hands, discovering metals, and developing means of transportation were the embryonic stages of agriculture, manufacturing, mining, trade, and commerce--the basis of our present economic life. The unification of families and tribal groups were the foundations of our social life.

Objectives

1. Civilization, the sum of all the ways of making life better and happier is a long continual process.
2. Prehistoric man's brain made him superior to his surroundings.
3. Prehistoric man continually struggled to satisfy his basic needs--food, clothing, shelter which were determined by his surroundings.
4. Prehistoric man in satisfying these needs made the basic discoveries of our civilization today that is fire, the wheel, metals, the domestication of animals, agriculture, and language.
5. His surroundings inspired in him religion, expression in the arts, and influenced changes in his living habits and culture.

6. The progress of prehistoric man was very slow but advanced a little more rapidly with group living which led to the first occupations, trade, language, and the first nations.

Study Outline

Life of Earliest Man

- I. Man's Advantages Over Animals
 - A. Walked Upright
 - B. Thumb
 - C. Mind
- II. Early Man's Homes
 - A. Trees
 - B. Caves
 - C. Temporary Shelters
 - D. Permanent Homes
- III. Early Progress of Man
 - A. Old Stone Age
 - B. New Stone Age
 - C. Age of Metals
 1. Copper Age
 2. Bronze Age
 3. Iron Age
- IV. The First Inventions
 - A. Fire
 1. Cooking
 2. Pottery
 3. Discovery of Metals
 - B. Domestication of Animals
 1. Clothing
 2. Food
 - C. Wheels and Sails
 1. Carts
 2. Boats
 3. Transportation
 - D. Agriculture
 1. Settled Life
 2. Permanent Homes
 3. First Nations
- V. Early Man's Culture
 - A. Art
 1. Musical Instruments
 2. Cave Paintings
 3. Early Jewelry
 - B. Religion

- C. Business
 - 1. Barter
 - 2. Counting
- D. Language

READING

Basic Texts

1. West and West, The New World's Foundations in the Old
 - ch. I Where Does Our History Begin
 - ch. II The First Inventions
2. Hartman, Builders of the Old World
 - ch. I Days Before History

General References

1. Guerber, Story of Our Civilization
 - ch. II The World in the Beginning
 - ch. III The Discovery of Fire
 - ch. IV Further Inventions of Primitive Man
 - ch. V First Records
2. Van Loon, The Story of Mankind
 - pp. 3-8 The Setting of the Stage
 - pp. 9-11 Our Earliest Ancestors
 - pp. 12-15 Prehistoric Man
3. Osgood, History of Industry
 - pp. 6-8 Skin Dressing
 - pp. 8-10 Basketry
 - pp. 10-12 Pottery
 - pp. 12-18 Cloth Making
 - pp. 29-33 The Pastoral Stage
4. Webster, Early European History
 - pp. 3-6 Prehistoric Peoples
 - pp. 6-8 Domestication of Animals and Plants
 - pp. 8-11 Writings and the Alphabet
 - pp. 11-15 Primitive Science and Art
5. Coffman, Child's Story of the Human Race
 - ch. I The Earliest People
 - ch. II The Early Stone Age
 - ch. III Better Times in the Stone Age
 - ch. IV Artists of the Caves
 - ch. V When Man Moved Upon Lakes

For Further Reading

- Buck, A. M., Dermot of the Bright Weapons. London: Oxford University Press, 1939.
- Crump, Irving, Og--Son of Fire. New York: Dodd, Mead, 1922.
- Fellows, E. C., Stories of the Stone Age. Boston: Small, Maynard, 1925.
- *French, Allan, Story of Rolf and the Viking Row. Boston: Little, Brown, 1901.
- Garis, H. R., Tam of the Fire Cave. New York: Appleton, 1927.
- *Gilbert, Marion, Jade Brings Luck. New York: Longmans, Green, 1936.
- Grosvenor, Abbie J., Winged Moccasins. New York: Appleton, 1933.
- *Hall, H. R., Days Before History. New York: Crowell, 1907.
- Langford, George, Pic, the Weapon Maker. New York: Boni and Liveright, 1920.
- Lide, Alice A. and Margaret A. Johansen, Ood--Le--Uk, the Wanderer. Boston: Little, Brown, 1936.
- *Lucas, Janette May, Man's First Million Years. New York: Harcourt, Brace, 1941.
- Malkus, Alida S., Eastward Sweeps the Current. Philadelphia: Winston, 1937.
- Reason, Joyce, Bran the Bronzesmith. New York: Dutton, 1932.
- *Rolt-Wheeler, Frances, The Finder of Fire. New York: Appleton, 1927.
- *Snedder, Mrs. Genevra (Sisson), Leif and Thorkel. Yonkers on the Hudson, New York: World Book Company, 1922.
- Thompson, E. H., Children of the Cave. Boston: Marshall Jones, 1929.
- Thuchor, Alois (Sonnleitner, A. T., Pseud.), The Cave Children. London: Blaikie, n.d.
- *True, J. P., The Iron Star. Boston: Little Brown, 1939.

*Waterloo, Stanley, The Story of Ob. New York: Doubleday, 1939.

Whitnall, H. O., Hunter of the Caverns. New York: Crowell, 1939.

Williamson, T. R., In the Stone Age. New York: Harcourt Brace, 1936.

_____, Tamer of Beasts. New York: Harcourt Brace, 1938.

Activities

1. Keep a notebook in which you will add any new words that you come upon in your studies and their meanings. How many of the following words are new to you?

archaeologists	flint	prehistoric
barter	genius	primitive
bellows	geologic	smith
bronze	gourd	spinning
chief	invention	steel
civilization	kitchen midden	tribe
deposit	mammoth	weaving
discovery	palette	

2. Make some stone or wooden tools or looms, boats, carts or musical instruments such as prehistoric man used.

3. Draw pictures similar to the ones the cave men painted in their caves.

4. Read in the library some reports of archaeological discoveries and report on them to the class.

5. Can some one in the class make fire as the cave man did?

6. Draw a picture of a prehistoric scene, e.g. live in the cave, men on the hunt, or women working.

7. Fire has always been very destructive. Today in America it destroys over a billion dollars worth of property a year.

Debate the question "Fire has been more destructive than help-

ful to man."

8. Make a list of the advantages a tribe with iron would have over a tribe with only stone.

9. Write a conversation between two early men who are making a boat by hollowing out a log with stone axes, and with the help of fire. As they work, what might they say about their work?

10. Write a story about a great saber-tooth tiger that lived near a family in which there were five boys and four girls. The girls finally trap and kill it but not until after months of terror.

11. The class might enjoy developing a play of the life and activities of an early family. It will be necessary to decide:

1. How many and what characters there are to be, including men, women, children, and animals.

2. What objects will be necessary, such as stones, clubs, caves etc.

3. Suppose you have one act but several scenes as the following suggestions:

- a. The family at home as dinner is prepared and eaten.

- b. The father and older boys go out to get food.

- c. The mother and older girls take care of home and younger children.

- d. The scene where the men and older boys return with a deer they have killed.

Can you make any conversations and actions for these four scenes?

12. Make a list of the things that the earliest men have made

of uncut stone.

13. Make a list of the things man could do when he learned to cut and polish stones.

14. Write a composition of the use of the home by prehistoric man.

15. Write a brief conversation which took place between two early men the first time they made a fire in the woods and sat near it at night. Keep in mind that they knew of fire and had used it before they made it themselves.

16. Artists have been interested in painting primitive man and primitive life. They have to imagine their scenes of course. Perhaps the class would like to make a wall border picturing primitive times.

17. Can you find out about different kinds of travel from early times to now? Perhaps you can show them by pictures, one set for travel on land and another set for water travel.

18. Visit a museum and report on the stone tools and weapons there.

19. Make a list of early inventions putting first the ones that seem to you the most important. Can you think of any modern inventions that are as important? Make a list of the things you have used today that you would not have, if man had not discovered fire.

20. Grind some grains of dried corn or wheat between stones. From this you will see that the primitive process of making corn meal or flour was very slow.

21. Talk with one another with signs and sounds such as early man might have used as a means of communication.

Problems

1. Why have savages of today remained uncivilized since primitive times?
2. In what ways is the mind of man superior to that of a dog?
3. Early man's tools made him superior to the beasts of his day. What tools do we have to make us superior to early man?
4. What is the most valuable gift of early man to us? Why?
5. In a cave in Switzerland the bones of cave bears, human bones, tools, and ashes have been found. Did the bears eat the men or the men the bears? Why?
6. How have historians learned about the lives of prehistoric man?
7. Why does man's hand give him a great advantage over the animals?
8. Do you think that we may some day pass out of the "Later Iron Age" or "Steel Age" into an age where some other metal is used more than iron and steel? What metal?
9. What could you do today if you had only stone with no metals?
10. Many of the beasts and birds of prehistoric times are extinct. What beasts and birds of today are slowly becoming extinct?
11. Many people think that we should not allow any animal to become extinct. What do you think? How about the snake?
12. Many scientists think that the common house cat should be.

made extinct because it is a bad carrier of disease and a bird killer. What do you think about this? Defend your answer.

13. Which would you prefer a club or some stones if you were attacked by a wolf?

14. Compare a stone axe with a modern steel axe. Why is the steel axe better?

15. How good at throwing do you think a man who had to depend upon this means of securing food might finally become? Have you known men who are skillful at throwing?

16. Compare the home of early man with the camp life of an outing party today.

17. What difference may there be in the treatment of animals today as compared with their treatment in primitive times?

18. Show that an alert mind and a healthy body are as important today as they were in the days of early man?

19. If early man left so many advantages to all those who lived after him, what are some of the advantages we might leave for those who live after us?

20. Explain how the great glacier caused Stone Age man to live in groups? Why did man now have a greater need for language?

UNIT II

ANCIENT EGYPT

Overview

The Egyptians who lived in a fertile river valley protected by the surrounding desert, developed their arts and technology to a higher point than did any other Mediterranean people at that time. The annual overflowing of the Nile influenced the progress of agriculture and of the related techniques of irrigation and surveying. Craftsmanship reached a high level in the use of clay, glass, and flax. Further advances in civilization were made as the Egyptians evolved an alphabet from picture writing and discovered how to tell the time and seasons from the sun and stars.

As the material culture advanced, a leisure class developed that lived luxuriously on the labor of the poor people. These laborers built the great pyramids which were used as tombs for the Pharaohs. In their work is revealed the engineering skill attained by the Egyptians.

Objectives

1. The fertile Nile Valley protected by the deserts offered resources suitable for agriculture and an easier life.
2. The people adapted themselves to these resources which became the pattern of living and were unified through their common adaptations.
3. Trade broadened their interests and occupations, religion formed a pattern of living, and government unified the people and developed cooperative living.

4. Irrigation helped control the Nile River and render it more useful.
5. Time-telling helped organize living, while the arts, crafts and building satisfied their creative expression.
6. We learn about the Egyptians through their writing and permanent structures which are records of their achievement.
7. The contributions of the Egyptians survived the tests of time and formed the rudiments of later world culture.

Study Outline

Beginnings of a Higher Civilization

- I. The Nile Valley
 - A. Flooding and Irrigation
 - B. Unification of Egypt
- II. Culture of the Egyptians
 - A. Agriculture
 1. Irrigation
 2. Surveying
 - B. Arts and Crafts
 1. Pottery
 2. Glass
 3. Linen
 4. Other Arts and Crafts
 - C. Business
 1. Boatbuilding
 2. Trade
 3. Money
 - D. Language
 1. Picture Writing
 2. Papyrus
 3. Books
 4. Scribes
 - E. Astronomy
 1. Shadow Clock
 2. Calendar
 - F. Religion
 1. Gods
 2. Life After Death
 3. Preservation of the Body
 - G. Government
 1. Pharaoh
 2. Nobles

- 3. Priests
- 4. Peasants
- H. Architecture
 - 1. Pyramids
 - 2. Temples
 - 3. Sphinx
 - 4. Obelisks

READING

Basic Tests

1. West and West, The New World's Foundation in the Old
pp. 18-28 Egypt
2. Hartman, Builders of the Old World
ch. II The Land of the Pharaohs

General References

1. Barnes, General History
 - pp. 19-22 Life of the Different Classes
 - pp. 24-25 Literature
 - pp. 28-29 Practical Arts
 - pp. 35-37 Pyramid Building
 - pp. 40-43 Atheban Dinner Party
2. Breasted, Ancient Times
 - pp. 49-67 The Pyramid Age
 - pp. 67-69 An Egyptian Nobleman's Home
3. Coffman, Child's Story of the Human Race
 - ch. VII Farming in Ancient Egypt
 - ch. XIV Writing and Other Inventions
 - ch. IX Kings, Wars, and Sports
 - ch. X Egyptians and the Next World
4. Guerber, The Story of Our Civilization
 - ch. VII The Gift of the Nile
 - ch. XI Egypt's Wonders
 - ch. XVI Egypt's Glory
5. Maspero, Life in Ancient Egypt and Assyria
 - ch. I Thebes and the Popular Life
 - ch. II The Market and the Shops
 - ch. VI Life in the Castle
 - ch. VII Illness and Death
 - ch. VIII The Funeral and the Tomb
6. Rawlinson, The Story of Ancient Egypt
pp. 1-22 The Land

pp. 124-131 Abraham in Egypt
pp. 208-222 The Vocal Memnon

7. Van Loon, Story of Mankind
pp. 16-20 Hieroglyphics
pp. 21-25 The Nile Valley
pp. 26-27 Story of Egypt

For Further Reading

- *Bell, Archie, King Tut-Ankh Amen. Boston: St. Boloph Society, 1923. (high school)
- *Best, Mrs. Allena C. (Berry, Erich pseud.) Honey of the Nile. London: Oxford University Press, 1938.
- *Best, S. M., Egypt and Her Neighbors. New York: Macmillan, 1918.
- *Blackman, A. M., Luxor and Its Temples. New York: Macmillan, 1923. (high school)
- Blakie, James, Peeps at Ancient Egypt. London: Blakie, 1932.
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- Brooksbarck F. H., Legends of Ancient Egypt. New York: Crowell, n.d.
- Carter, Howard, The Tomb of Tut-Ankh Amen. New York: Doran, 1927. (high school)
- *Ebers, Georg, An Egyptian Princess. New York: Macmillan, 1887.
- *_____, Uarda. New York: Appleton, n.d.
- Gogne, Richard, The Kiss of the Pharaoh. New York: Stokes, 1923, (high school)
- Howard, Mrs. Alice W., The Princess Runs Away. New York: Macmillan, 1934.
- _____, Sokar and the Crocodile. New York: Macmillan, 1928.
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- *Meadowcroft, Enid LaM., The Gift of the River. New York: Crowell, 1937 (high school)
- *Mills, Dorothy, Book of the Ancient World for Younger Readers.

New York: Putnam, 1923.

Mohr, Louise Maud, Egyptians of Long Ago. New York: Rand McNally, 1926.

Morrison, Lucile, The Last Queen of Egypt. New York: Stokes, 1937. (high school)

*Rolt-Wheeler, Frances, The Pyramid Builders. New York: Appleton, 1928.

Williamson, T. R., (Morgan DeWolfe pseud.), Messenger to the Pharaoh. New York: Longmans, Green, 1931. (high school)

Activities

1. In your notebook dictionary add any new words and their meanings that you have found in Unit II. How many of the following are new to you?

delta	mummy	shadoof
despot	obelisk	sphinx
flax	papyrus	surveying
hieroglyphics	pharaoh	threshing
irrigation	pyramid	winnowing
linen	reservoir	

2. In another part of your notebook keep a "Who's Who" of any names and characters that you study in history. Write a brief description of each. The following are a list of characters in Unit II:

Cheops	Queen Hatshepsut
Menes	Ra
Osiris	Thoth

3. Draw a map of Egypt and locate the following places on it:

Africa	Mediterranean Sea
Alexandria	Memphis
Ancient Canal	Nile River
Cairo	Red Sea
Egypt	Suez Canal
Karnak	Thebes

4. Visit a museum and report to the class on Egyptian objects

of art you see there.

5. Make a comparison between the home of an Egyptian noble and an Egyptian slave.
6. Make soap or wood carvings of ancient Egyptian relics.
7. Look up the ways the pyramids were built and report to the class on the following questions: Were they built of stone or were the stones made from some kind of cement? How did the slaves get the stones or materials to the top? How long did it take to build a pyramid? What is inside a pyramid?
8. Tell a story with picture writing.
9. Make some drawings of Egyptian life or art.
10. Dramatize the judgement of a soul in the Hall of Truth.
11. Make a bulletin board exhibit showing ancient Egypt and Egypt today.
12. Report to the class about the Egyptian calendar. In what ways is it better than ours? What have we done with the five extra days?
13. The class might give a play entitled "The Beginning of Civilization." The scenes might be:

Scene I	Primitive Man in the Nile Valley
Scene II	The Beginnings of Picture Writing
Scene III	The Division of Labor
Scene IV	A Street Scene in Ancient Cairo
14. In your school reference books see what you can learn about the river valleys. Compare the Nile Valley with the Amazon Valley. Did civilization start easily there?
15. Imagine that you are an Egyptian slave. How would it

feel to do the heavy work in building or farming? Dramatize this to your classmates.

16. Construct a model of the shadoof.

17. Carve a model of an Egyptian boat.

18. Some of you may wish to construct a shadow clock on the school grounds.

19. Have your class select a committee to paint or draw a colorful picture mural illustrating the story of Egypt as "The Gift of the Nile."

Problems

1. Why is it that the fertile valleys of rivers are more helpful in developing civilization?

2. Why didn't the Egyptian people go ahead and become the greatest people in the world? They had a head start of thousands of years over the rest of the peoples of the world.

3. It has been stated that the Egyptians gave more attention to the dead than we do. When an entire nation gets to thinking more about its dead than about its living why will other people get ahead of them?

4. Which of the gifts of the Egyptians do you think the most valuable? Why?

5. Why did the first civilized people need barriers such as deserts and mountains for protection? Why couldn't they defeat any number of savages? Keep in mind that civilized people remained in one region.

6. What very fortunate thing for the Egyptians aside from the

Nile Valley and the protecting deserts lay to the north of them?

7. Can you give any reasons why many of the Egyptians of to-day still use the old ways of farming used by the Egyptians of four or five thousand years ago?

8. Do you think that the Egyptians talked more about the weather than we do? Defend your answer.

9. Why do you believe that the Egyptians and most people of the past felt that children should be whipped often? Do you feel that children are improved through whipping?

10. Some of you know rivers which have spring floods. What is the effect of these on the surrounding country? Do the people rejoice in a flood as they did in Egypt?

11. In what sections of our country do people irrigate their crops? What is the difference between modern methods and those used by the Egyptians?

12. Why is Egypt called "The Gift of the Nile?"

13. Why is Egypt called an oasis?

14. Why was Egypt called the "Granary of the Ancient World"?

What countries might be called granaries of the modern world?

15. Does the Nile still overflow and make the soil of Egypt fertile?

16. Why did the people of the Nile Valley become civilized at an early date? Was it a good thing for the Egyptians that they should live without much work?

17. How were the Egyptians protected from their enemies?

18. What beliefs of the Egyptians led them to build their tombs so carefully and furnish them so well?
19. Why can Egyptian tombs be called history books?
20. Was Egyptian papyrus as durable as our paper?

UNIT III

EARLY NATIONS OF SOUTHWEST ASIA

Overview

The peoples that lived in the fertile plain watered by the Tigris and Euphrates rivers reached a high level of civilization. The desirable lands with no natural barriers to invasion were occupied successively by the Sumerians, Babylonians, Assyrians, Chaldeans, and Persians. The greatest advances in civilization were made by the Babylonians who built banks and schools as well as beautiful palaces, and the Persians who built many roads, established a postal system, and instituted uniform laws.

The Hebrews on the Mediterranean coast, a pastoral and religious people, were conquered and scattered at different times by the Babylonians and Assyrians. When the Persians took Babylon the Hebrews were allowed to return to Palestine.

The Phoenicians, on the rocky coast farther north, turned to the sea for a living and became great traders. They sailed to all places along the Mediterranean, and carried not only cargoes of precious metals and perfumes but ideas and techniques from one people to another.

Objectives

1. The nature of Southwestern Asia with its good pasture lands on the Mediterranean shores and its two rivers with their fertile valleys provided a productive land for settlement.
2. Various tribes migrated to these productive and un-

protected lands in Southwestern Asia and constant wars were fought for possession of it.

3. Aggressive people took advantage of these unprotected areas but aggressive rule fails unless forcibly maintained.

4. Autocracies oppress the people and exact extreme demands.

5. Governments formed for peaceful living favor the people and contented people in productive lands expand culture.

6. Strong leaders unite people under strong laws and just firm laws help people prosper.

7. The quiet life of shepherds induces meditation and spiritual thinking and led in the case of the Hebrews to the purest and highest religion of the ancient world.

8. Civilization, culture, and higher standards of living expand and spread with trade and commerce.

Study Outline

Southwestern Asia

1. Babylonia
 - A. Sumerians
 - B. Culture of the Babylonians
 1. Business
 - a. Weights and Measures
 - b. Tariffs
 - c. Banks and Money
 - d. Trade
 2. Architecture
 - a. Tower Temples
 - b. Hanging Gardens
 3. Science
 - a. Astrology
 - b. Astronomy
 4. Law
 - a. Code of Hammurabi
 - b. Character of Laws
 5. Literature
 - a. Clay Books
 - C. Assyria
 1. Warrior Nation
 2. Fall of Nineveh
 - D. Chaldeans

1. Nebuchadnezzar
2. Hanging Gardens of Babylon

II. The Hebrews

- A. The Hebrew Kingdom
 1. Abraham
 2. Joseph
 3. Moses
 4. Saul and Canaan
 5. David and Solomon
- B. The Division and Fall
 1. Israel and Judah
 2. Fate of the Hebrews
- C. Culture of the Hebrews
 1. Literature--The Old Testament
 2. Religion--Monotheism
 3. Law--Mosaic Code

III. Phoenicia

- A. Culture of the Phoenicians
 1. Business
 - a. Fishing
 - b. Shipbuilding
 - c. Navigation
 - d. Trade
 2. Language--Alphabet
- B. Carriers of Civilization

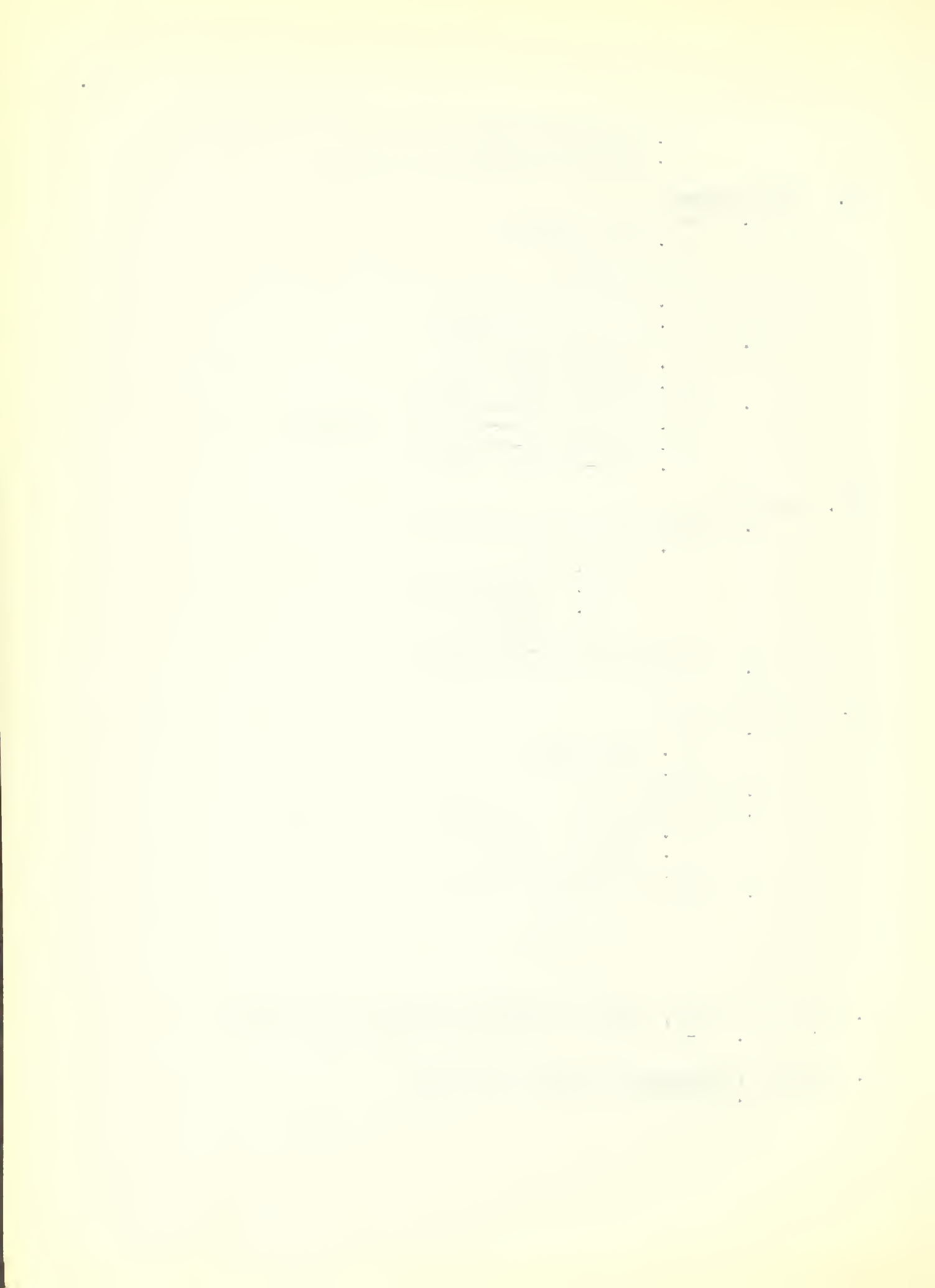
IV. Persia

- A. Cyrus
 1. Character
 2. Conquests
- B. Darius
- C. Culture of the Persians
 1. Roads
 2. Postal System
 3. Provincial System
- D. Extent of Empire

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Basic Texts

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pp. 29-38 Nations of Southwestern Asia
2. Hartman, Builders of the Old World
ch. III Early Nations in Southwest Asia



General References

1. Coffman, Child's Story of the Human Race
 ch. XI The Land of Two Rivers
 ch. XII Babylonia and Assyria
 ch. XIII Phoenicians, Hebrews, and the Alphabet
2. Guerber, The Story of Our Civilization
 ch. VI Wonder Workers in Clay
 ch. VIII Phoenicia
 ch. IX The Graveyards of Empires and Nations
 ch. XII The Israelites
 ch. XIII The Israelites
 ch. XIX King Solomon
3. Maspero, Life in Ancient Egypt and Assyria
 ch. XI A Royal Residence
 ch. XII Private Life of an Assyrian
 ch. XIII Death and the Funeral
 ch. XIV The Royal Chase
 ch. XVI Assurbanipal's Library
 ch. XVII The Science of Presages
4. Van Loon, The Story of Mankind
 pp. 28-33 The Sumerians
 pp. 34-37 Moses
 pp. 38-39 The Phoenicians
 pp. 40-42 The Indo-Europeans

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- Tandreys, Harold, Reluctant Prophet. New York: Knopf, 1939. (high school)
- Tarshis, Mrs. Elizabeth K., Young Sailors of Sidon. Boston: Page, 1938.
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Activities

1. From Unit III add to your notebook dictionary any new words and their meanings that you may find. How many of the following are new to you?

afflicted	dominions	oppressed
betrayed	empire	pirate
bulrushes	famine	plague
charms	handmaidens	polytheism
compass	immortality	relays
contract	inscription	sculpture

contributions	interpretation	slavery
cuneiform	mariner	slew
cylinder	milestone	traitors
decrees	monotheism	warrior

2. Add the following list of names and characters to your "Who's Who." Write a brief description of each.

Abraham	Darius	Marduk
Belshazzar	David	Moses
Cyrus	Hammurabi	Nebuchadnezzar
Daniel	Joseph	Solomon

3. Draw a map of Southwestern Asia and locate the following places on it:

Arabia	Jerusalem	Persia
Babylon	Media	Persian Gulf
Babylonia	Mediterranean Sea	Phoenicia
Bethlehem	Mesopotamia	Red Sea
Black Sea	Mt. Ararat	Sidon
Caspian Sea	Mt. Sinai	Susa
Damascus	Nineveh	Tigris River
Egypt	Palestine	Tyre
Euphrates River	Persepolis	Ur

- Write a composition comparing ancient Babylonia with ancient Egypt in its progress toward civilized ways.
- Find out what some of the excavating parties in Mesopotamia and Egypt are doing.
- Write a composition about the geography of Southwestern Asia and its effect on the history of the region.
- For some years before our Civil War there was in America an interesting Pony Express. No railroad then reached farther west than Missouri. Mail was carried from that point to California, a distance of 2000 miles by relays of daring riders who covered the wilderness in ten days. Look up this topic and tell the class about it, comparing the pony express riders

with the royal messengers of the Persian road 2500 years ago.

8. Notice that Phoenicia was a land by the sea. Discuss in class the conditions that helped the Phoenicians to become shipbuilders and carriers of new customs.

9. Imagine that you are living in Babylonian days. Make a clay tablet and write on it as the Babylonians did.

10. Make a seal such as the Babylonians used and put your name on it.

11. The class is sure to enjoy singing or chanting the Twenty-third Psalm which was written by David.

12. Read the Old Testament story of Joseph and tell it to the class.

13. Read about Moses in the Old Testament.

14. Tell the class how the Phoenicians obtained their beautiful Tyrian purple.

15. Imagine you are living during this era. Write stories about the countries you may visit. The class will check you for correctness of detail.

16. Select a committee to make a bulletin board exhibit of the nations of Southwestern Asia.

17. Look up the Hanging Gardens of Babylon and describe it to the class.

18. Draw scenes that illustrate life in Palestine, Babylon, Persia, and Phoenicia.

19. Make a model of the sundial as used by the Babylonians.

20. Divide the class into groups, each to prepare an exhibit

of the contributions of different empires--pottery, clay tablets, painted murals, reed work, boat models, sundial, waterclock, and jewelry.

21. Visit a museum and report to the class any exhibits you may see of the ancient nations of Southwestern Asia.

Problems

1. The great gift of the Hebrews was the idea of one God over all the world and its peoples. What are the values of this belief over that of many different gods?
2. Why is it better to think of getting along well with the people of other nations than to plan to conquer them?
3. Why is it true that the alphabet left by the Phoenicians is of more importance to the world than what the entire Persian Empire gave to the world?
4. What is monotheism? Polytheism?
5. What is the effect of the geography of Southwestern Asia on its history?
6. You have seen modern skyscrapers in cities or pictures of them. Do you recognize any points of similarity between some of these buildings and the tower temples of Babylon?
7. Why is it that the Hebrews were able to advance over the rest of the world in finding a purer religion?
8. Why are the Phoenicians called "Carriers of Civilization?"
9. The power of the Assyrians in the Fertile Crescent did not last long in spite of the fact that they were fierce warriors. What caused their downfall as a nation?

10. How were the valleys of the Tigris and Euphrates rivers like that of the Nile? How were they different?
11. In what ways were the Babylonians and the Egyptians alike?
12. Why have the Babylonian buildings disappeared while the Egyptian buildings have remained until our own time?
13. Why was it hard to learn to write cuneiform?
14. How did the Babylonians count? Do we ever use that system?
15. How did Hammurabi's laws help to make a better government? How do we learn about these laws?
16. What do we owe to the early people of Southwestern Asia?
17. Why were Palestine and Phoenicia said to be near the center of the ancient world?
18. Why do we know more about the Hebrews than any other ancient peoples?
19. Do you know any nomad people today that lead the same type of life as the Hebrews did?
20. What debt do we owe to the Hebrew people?
21. How did the Phoenicians make profits by carrying goods from one place to another?
22. What prevented Palestine from becoming a great commercial nation as Phoenicia?
23. How did the Phoenicians learn from all the peoples of the ancient world?

UNIT IV

ANCIENT GREECE

Overview

Mountain and inland reaches divide Greece into many sections between which transportation and communication have always been difficult. The early Greeks did not form a nation; instead several city-states grew up, each with its own government. Sparta vulnerably situated in a low lying plain, became a military type of society. Unlike Sparta, Athens was built on an easily defended hill, the Acropolis. The Athenians were therefore able to develop a many sided culture. Their art and philosophy and their ideas on government have influenced men's thinking to the present day.

The Greeks, when their ideals of civic duty were still strong, defended themselves against outside aggression, but as time went on they began to fight among themselves and became indifferent to dangers from without. Finally the Greeks were conquered by the Macedonians but their civilization was preserved by Alexander who set about conquering a great empire. He spread this Greek learning throughout his empire which fell apart on his death but still retained Greek culture.

Objectives

1. Natural barriers influences political development. Ancient Greece divided into many sections never united but formed separate city-states until a power greater than her united it against her will.

2. Environment and topography influence political development; Sparta, on an open plain, became a defensive military state, Athens, protected by the mountains, became a peace loving state.
3. Greece's location on the sea encouraged travel, trade, and expansion.
4. Educated people comprise an effective form of society; enlightened people seek leaders in culture and learning; thinking people seek to discover mysteries of the universe.
5. Mythology served to channel Greek expression in the arts, architecture, sculpture, drama, poetry, and to express religious or moral attitudes.
6. The Greek peoples' growth in understanding enabled them to recognize the weaknesses of autocratic rulers and increased their desire for freedom in government, speech, and thought.
7. The Greeks' united will was the strongest governing force and enabled them to resist the surrender of their sovereignty to Persia.
8. Greek economy resting on slavery produced a nation of leisure thinkers but did not encourage practical accomplishment.
9. The Greeks' disunity destroyed their great nation and they surrendered their freedom, but their culture survived.
10. Alexander by force established a great empire through which Greek culture was spread. When this force was broken with his death, his empire fell apart but the culture remained.

Study Outline

Greek Civilization

- I. The Early Greeks
 - A. Geography and Climate
 - B. Government
 1. City-state
 2. Sparta--Military State
 3. Athens--Peace Loving State
 4. Overthrow of Tyrants
 5. Democracy

- C. Greek Life
 - 1. Homes
 - 2. Slavery
 - 3. Agriculture
- D. Education
 - 1. Spartan
 - 2. Athenian
- E. Religion
 - 1. Greek Gods
 - 2. Olympic Games
- F. Literature
 - 1. Homer
 - 2. Illiad
 - 3. Odyssey

II. The Persian Wars

- A. The First Persian War
 - 1. Leaders
 - a. Darius
 - b. Militiades
 - 2. Battles
 - a. Marathon
 - b. Results
- B. The Second Persian War
 - 1. Leaders
 - a. Xerxes
 - b. Themistocles
 - c. Leonidas
 - 2. Battles
 - a. Thermopylae
 - b. Salamis
- C. Results of the Wars

III. The Glory of Athens

- A. The Age of Pericles
 - 1. Government--Democracy
 - 2. Architecture
 - a. Acropolis
 - b. Temples
 - c. Parthenon
 - d. Open-Air Theater
 - 3. Sculpture
 - a. Phidias
 - b. Others
 - 4. Drama
 - a. Tragedies
 - b. Comedies
 - 5. Philosophy
 - a. Socrates
 - b. His Death

- B. The Weakness of Greek Life
 - 1. Slavery
 - 2. No Practical Application of Learning

- IV. Alexander the Conqueror
 - A. The Macedonians
 - 1. Philip
 - 2. Alexander
 - B. Conquest of Greece
 - 1. Demosthenes
 - 2. His Failure
 - C. Alexander's Empire
 - 1. Extent
 - 2. Fall
 - D. Spread of Greek Culture
 - 1. Alexandria
 - 2. The Ptolemies
 - 3. Archimedes

READING

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1. West and West, The New World's Foundations in the Old
 - ch. IV The Greeks
 - ch. V The Greeks Stop the Persians
 - ch. VI The Glory of Athens
 - ch. VII Alexander Spreads Civilization over the East
2. Hartman, Builders of the Old World
 - ch. IV Greek Cities of Long Ago

General References

1. Coffman, Child's Story of the Human Race
 - ch. XIV Ancient Greece
 - ch. XV Greek Gods and Myths
 - pp. 127-128 Socrates
 - pp. 129-130 Plato and Aristotle
2. Davis, A Day in Old Athens
 - ch. IV The Athenian House and Its Furnishings
 - ch. V The Women of Athens
 - ch. VII The Slaves
 - ch. XIV The Piraeus and the Shipping
3. Guerber, Story of Our Civilization
 - ch. XIV The Early Greeks
 - ch. XV Greek Athletics

ch. XVII The Trojan War

4. Gulick, The Life of the Ancient Greeks
 - ch. III Dwelling Houses
 - ch. VII School Training
 - ch. XVIII Manufactures and Trade

5. Hull, Men of Old Greece
 - pp. 11-87 Leonidas
 - pp. 91-167 Themistocles
 - pp. 171-217 Phidias and the Parthenon
 - pp. 221-262 Socrates

6. Mahaffy, What Have the Greeks Done for Modern Civilization
 - pp. 31-64 Greek Poetry
 - pp. 65-97 Greek Prose
 - pp. 98-111 Architecture
 - pp. 111-124 Sculpture
 - pp. 125-133 Painting
 - pp. 133-146 Music
 - pp. 147-180 Science
 - pp. 181-212 Politics
 - pp. 213-247 Philosophy

7. Tappan, Story of the Greek People
 - pp. 1-23 In the Days of the Myths
 - pp. 24-35 How the Early Greeks Lived
 - pp. 36-50 How the Spartans Became Powerful
 - pp. 51-62 The Early Days of Athens
 - pp. 78-84 The Greek Colonies

8. Van Loon, Story of Mankind
 - pp. 53-56 The Greek Cities
 - pp. 57-60 Greek Self-government
 - pp. 61-65 Greek Life
 - pp. 66-68 The Greek Theater
 - pp. 69-74 The Persian Wars
 - pp. 75-76 Athens Versus Sparta

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Activities

1. From Unit IV add to your notebook dictionary any new words and their meanings that you may find. How many of the following are new to you?

abolish	drama	Oriental
accosting	festival	oratory
acquit	fleet	pedagogue
admiral	herald	perseverance
allies	hewn	philosopher
assembly	hippodrome	pillar
bards	invade	pledged
bequeathed	javelin	rebel
beseech	jury	sacrifice
capitol	league	science
citizen	legend	scimitar
city-state	lever	shrine
colossal	levied	spiral
column	lyre	statesman
discuss	minstrel	traitor
democracy	moderation	truce
despot	oracle	tyrant

2. Add the following list of names and characters to your "Who's Who". Write a brief description of each.

Alexander	Homer	Philip
Apollo	Leonidas	Plato
Archimedes	Menelaus	Ptolemy
Aristotle	Miltiades	Priam
Athena	Odysseus	Socrates
Crito	Pan	Solon
Darius	Paris	Themistocles
Demeter	Penelope	Xantippe
Demosthenes	Pericles	Xenophon
Dionysus	Pheidippides	Xerxes
Helen	Phidias	Zeus

3. Draw a map of Greece and locate the following places on it:

Aegean Sea	Ionian Sea	Salamis
Asia Minor	Ithaca	Sparta
Athens	Macedonia	Thebes
Corinth	Marathon	Thermopylae
Delphi	Mt. Olympus	Thessalonica
Greece	Mt. Parnasus	Troy
Hellespont	Olympia	

4. Write a composition on the influence of geography on the history of Greece.

5. Write a composition comparing the Greeks and the Persians in government and religion.

6. Write a composition comparing Athens and Sparta as to government, education, and daily life.

7. Locate and name prominent buildings which were designed after a Greek style.

8. Visit a museum and report to the class on the Greek objects of art there.

9. In our day there are sometimes held great contests between athletes of different countries and such contests are now called Olympic Games. Tell why this is a good name for them. Can you find out something about the contests in Los Angeles in 1932, in Berlin in 1936, and in Switzerland in

1938. Why were there no contests held in 1940 and 1944.
10. Alexander is sometimes called the Great. List the reasons why you might call him so.
11. List all the things you can find in your reading on Greece which make the Greek ways of living seem more like ours than the ways of the earlier people did.
12. Make a list of the things the ancient Greeks gave to the modern world.
13. Write a composition about an ancient Greek whom you admire most. Tell why you like him.
14. List all the buildings in your city which have evidences of Greek architecture.
15. Bring to class pictures of national buildings, such as the Lincoln memorial, which show the influence of the architecture of the Greeks.
16. Read the story of the Illiad or the Odyssey and tell it to the class.
17. Tell the class stories that you have read about the Greek gods.
18. Model in soap or draw some Greek buildings.
19. Read about and then describe to the class the Acropolis.
20. Perhaps the class would like to dramatize parts of the Illiad and the Odyssey.
21. Imagine that you are a Spartan or Athenian boy or girl of twelve. Tell the class what your life would be like.
22. Imagine that you are a witness at an ancient Olympic

game. Describe to the class what you would see.

23. Draw a mural that describes Greek life or myths.

24. Select a committee to prepare a bulletin board exhibit on ancient Greece.

25. Prepare an oral report on some Greek character.

26. Choose a committee to make a large blackboard map of Greece and place on it pictures to locate important places.

27. Read to your class some of the fables written by Aesop, the Greek slave.

28. Make a collection of pictures showing Greek temples, statues, and other works of art. Share these with your class.

29. Write a news bulletin such as the Athenians might have posted during the weeks between Thermopylae and Salamis.

30. Greek plays usually had characters from Greek history for their heroes. Can you make a Greek play of your own and act it?

Problems

1. If you had lived in Greece long ago, would you have preferred to live in Athens or in Sparta? Why?

2. In what ways do you think it was bad for Greece to be divided into so many little nations? Do you see one way in which it may have been a good thing?

3. Was it an advantage for all the Greeks to have had one language?

4. What are the ways in which our democratic government differs from that of the Athenians?

5. What do you know of the latest invasion of Greece?
6. How does Archimedes lever work?
7. Which of the ancient Greeks do you most admire? Why?
8. Of what value today are the stories of the Illiad and the Odyssey?
9. How were the Greeks benefited by their belief in the Delphic Oracle? What is a Delphic Response?
10. Why do you think the oracles at Delphi were so successful in foretelling the future?
11. How did the Olympic games influence the Greeks? Why have they been revived?
12. What were the causes of the Persian Wars?
13. Why did the Greek city-states not unite?
14. Why did the Greeks make so few inventions?
15. Why did the Greeks excel in sculpture?
16. Why did the Greeks excel in art?
17. Why did oratory play an important part in Greek life? What has increased its importance today?
18. Why do we copy Greek architecture?
19. How was world civilization benefited by Alexander's conquest?
20. What would be most interesting to an ancient Spartan today if he could be brought back to life? To an ancient Athenian?
21. The Greeks decided that public officers were to serve the people. In older countries the people served the officers.

Which seems right to an American?

22. Why was it sad and foolish for the Greeks to wage war on one another? How might they have kept out of war?

23. Can you think of any good reasons why the best part of Greek civilization passed on and left the Greeks today a backward nation?

UNIT V

THE ROMAN REPUBLIC AND EMPIRE

Overview

The city of Rome was founded near the mouth of the Tiber River. After a short period of subjection to foreign tyrants, the Romans set up a republic. The common people gradually gained political power. Democratic Rome grew strong and extended her rule first over Italy and then over the Mediterranean world. As a result of these conquests, slaves were brought back in such numbers that the free laborers were without work, while the upper classes became wealthy and idle. Thus the early social unity which had made Rome's successes possible was destroyed.

To unite their empire the Romans built roads to all parts of it and spread their law and language among the subject peoples. But disintegrating forces were already at work. The government became extravagant and corrupt. The people, having lost their share in the government, were no longer interested in it. The rise of Christianity showed that the old religion no longer gave them common purpose. When the German tribes from across the Danube swept down on Rome, the army offered no adequate resistance, and the Roman Empire came to an end.

Objectives

1. Rome's location, built on a river crossing and trad-

ing post, prompted westward development.

2. The Roman people seized every opportunity to increase their powers and invest them in choosen leaders. They demanded equal rights and furthered their part in government.

3. A strong democratic Rome became a power in the Mediterranean world.

4. The concentration of power in leaders weakened the democratic government of Rome and reduced the power of the people.

5. The concentration of wealth and the introduction of slavery weakened the economic foundations of Rome and impoverished the people.

6. The indulgence and extravagance of the Roman people resulted in their social decline.

7. The effects of the Roman empire on the Western World was to spread the achievements of earlier civilizations, introduced government as an organized function of the people, provided written law to recognize people's rights, united many different nations of peoples, provided a root language for Western Europe, and established Christianity in Europe.

Study Outline

The Rise and Fall of the Roman Empire

I. Early Rome

A. Origin of Rome

1. Geography
2. Romulus and Remus
3. Etruscans
4. Tarquin
5. Horatius
6. Cincinnatus

B. Rome Becomes a Republic

1. Government
 - a. Consuls
 - b. Senate
2. Social Life
 - a. Patricians
 - b. Plebians
3. Written Law
4. Plebians versus Patricians

C. Early Roman Life

1. Homes
2. Dress
3. Aqueducts
4. Religion
5. Forum
6. Education

II. Rome's Conquest Period

A. Conquest of Italy

1. Roman War Machines
2. Victorious Generals
3. Mistress of Italy (275. B.C.)

B. War with Carthage

1. Carthage
2. Hannibal
3. Hannibal's Campaign Against Rome
4. Defeat of Hannibal
5. Destructions of Carthage

C. Extent of the Roman Empire

D. Effects of the Conquest on Rome

1. Power and Wealth
 - a. Better Homes for the Rich
 - b. Slavery
 - c. Disappearance of Small Farms
 - d. Poor Distribution of Wealth
 - e. Idle Poor
 - f. Circus Games
 - g. Vote Selling

III. Attempts to Reform the Roman Empire

A. The Gracchi

1. Cornelia
2. Tiberius
3. Gaius

B. Julius Caesar

1. Conquest of Gaul
2. Dictator of Rome
3. Reforms

- a. Land
- b. Taxes
- c. Calendar

4. Death of Caesar

C. Republic to Empire

1. Augustus
2. Life in the Empire
 - a. Colosseum
 - b. Public Baths
 - c. Extent of Empire
 - d. Roads
 - e. Roman Law

- IV. Rise of Christianity
 - A. Birth of Christ
 - B. Life of Christ
 - C. Spread of Christianity
 - D. Persecution
- V. Decline of the Roman Empire
 - A. Causes
 - 1. Too many Emperors
 - 2. Paid Soldiers
 - 3. Increased Taxes
 - B. German Tribes Invade Rome
 - 1. Fall of the Roman Empire
 - 2. Division of the Roman Empire

READING

Basic Texts

1. West and West, The New World's Foundation in the Old
 - ch. VIII Early Rome
 - ch. IX The Roman Republic
 - ch. X Rome Wins the world
 - ch. XI Julius Caesar Establishes the Empire
 - ch. XII The Roman World
 - ch. XIII The Roman Empire Comes to an End
2. Hartman, Builders of the Old World
 - ch. V Rome Wins and Loses an Empire

General References

1. Coffman, The Child's Story of the Human Race
 - ch. XX Rome in Early Times
 - ch. XXI Customs of the Romans
 - ch. XXII Jesus and the Christian Church
 - ch. XXIV Slaves of Roman Days
2. Davis, The Influence of Wealth on Imperial Rome
 - ch. II Political Corruption
 - ch. III Commerce and Trade
 - ch. IV The Expenditure of Wealth
 - ch. V Slaves, Freedman, and Plebians
 - ch. VI Private Munificence
3. Davis, A Day in Old Rome
 - ch. III The Homes
 - ch. IV Roman Women and Marriages
 - ch. VI Food and Drink
 - ch. X Children and Schooling
 - ch. XII Banking, Shops, and Inns

- ch. XIII Trade and Industry
 ch. XXII A Roman Villa

4. Guerber, The Story of the Romans
 - pp. 1-69 Stories of Early Rome
 - pp. 69-72 A Roman Triumph
 - pp. 73-115 Other Stories of Early Rome
 - pp. 115-121 Pyrrhus and His Elephants
 - pp. 122-124 Ancient Ships
 - pp. 128-139 Hannibal
 - pp. 142-145 Roman Amusements
 - pp. 146-152 The Gracchi
 - pp. 155-164 Marius and Sulla
 - pp. 167-172 Pompey
 - pp. 172-175 The Conspiracy of Cataline
 - pp. 176-187 Caesar
 - pp. 188-197 The Second Triumvirate
 - pp. 197-203 The Augustan Age
 - pp. 218-228 Nero
 - pp. 239-251 The Five Good Emperors
 - pp. 266-270 Constantine
 - pp. 271-278 The Fall of Rome
5. Johnston, The Private Life of the Romans
 - ch. VI The House and Its Furniture
 - ch. VIII Foods and Meals
 - ch. IX Amusements
 - ch. XI Sources of Income
6. Preston and Dodge, Private Life of the Romans
 - pp. 28-42 The House
 - pp. 43-56 Daily Life
 - pp. 78-88 Food
 - pp. 88-104 Clothing
 - pp. 105-134 Agriculture
7. Tappan, The Story of the Roman People
 - pp. 1-23 Legends of the Seven Kings of Rome
 - pp. 32-42 How the Plebians Won their Rights
 - pp. 43-60 How Rome Became Ruler of Italy
 - pp. 61-71 The Romans of the Early Republic
 - pp. 72-97 How Rome Conquered Carthage
 - pp. 99-107 Rome Becomes the Capital of the World
 - pp. 108-122 The Gracchi, the Rise of Marius
 - pp. 123-126 The Rise of Sulla
 - pp. 136-150 The Rise of Pompey
 - pp. 151-168 Caesar and the Triumvirates
 - pp. 169-182 The Reign of Augustus
 - pp. 182-199 The Rest of the Twelve Caesars
 - pp. 200-208 The Five Good Emperors

pp. 209-214 From Marcus Aurelius to Diocletian
 pp. 215-222 Reigns of Diocletian and Constantine
 pp. 223-238 The Last Centuries of the Empire

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Activities

1. In your notebook dictionary add any new words and their meanings that you find in Unit V. How many of the following are new to you?

ambassadors	forum	persecution
amphitheaters	frescoes	pestilence
aqueducts	gilds	petition
arch	gladiator	plebian
archbishop	habitations	plunder
assassin	highbred	pope
atrium	ides	priest
battering-ram	Imperator	province
bishop	ingenious	republic
catapult	institution	riot
censor	lares	senate
clergy	lictor	serf

conspirator	litter	soothsayer
consuls	martyr	toga
dictator	missionary	tribune
die	mosaic	tunic
dome	parables	vengeance
fascies	patrician	veto
ford	penates	villa
		yoke

2. Add the following list of names and characters to your

"Who's Who." Write a brief description of each.

Appius Claudius	Horatius	Paul
Augustus	Janus	Plutarch
Bacchus	Jesus Christ	Pontius Pilate
Brutus	Jupiter	Remus
Caesar	Justinian	Romulus
Cincinnatus	Lars Porsena	Scipio
Cornelia	Mars	Servius
Constantine	Minerva	Tarquin
Gaius Gracchus	Nero	Tiberius Gracchus
Hannibal	Octavius	Vesta

3. On an outline map of the Roman World, trace in the boundaries of the Roman Empire. Locate the following places on it:

Africa	Danube River	Po River
Alexandria	Elbe River	Pompeii
Antioch	Gaul	Rhine River
Asia Minor	Germany	Rhodes
Athens	Greece	Rhone River
Barcelona	Egypt	Rome
Bordeaux	Ephesus	Rubicon River
Britain	Italy	Spain
Cardiz	Jerusalem	Syracuse
Carthage	Mediterranean Sea	Tiber River
Constantinople	North Sea	Toulouse
Corinth	Palestine	Tours

4. Can you find anything Roman on American coins?

5. Write a composition comparing Roman families with American families of today.

6. Write a composition comparing the Roman Senate with the Senate of the United States.

7. List the reasons for Rome's defeat of the Carthaginians.
8. Look up the life of Hannibal and report to the class on his life and work.
9. Write a composition comparing the early Romans with the Romans of the later empire. Be sure to touch upon their traits of character, amusements, distribution of wealth, and attitude toward government.
10. List the cultural gains that Rome acquired by her conquest of the East.
11. Write a composition comparing Augustus with Pericles.
12. Discuss the beginnings of Christianity.
13. Discuss the influence of the army in Rome's rise and fall.
14. Show on a map how civilization was moving westward. Color the earliest civilizations red. Make the first European lands to be civilized green, then make Italy and Sicily a shade of blue. Keep this map and later show on it countries civilized from Rome.
15. Find out how we make our good automobile roads of today so that you can compare our methods with the Roman ways. Find out what other earlier people also built good roads. Tell the class in what other ways these people were like the Romans.
16. On a map show Rome's many conquests. Tell the class what advantages Rome had for conquering and ruling the Mediterranean lands.
17. Imagine that you are in Caesar's army at the time he was about to cross the Rubicon. Write your impressions and thoughts

about it.

18. Compare the contributions to civilization of the Ancient Greeks and Romans. Tell the class which you think were most valuable and why.

19. Compare the Roman gladiatorial games with a modern football game.

20. Make a study of Roman art, architecture, and literature. Look up in encyclopaedias and else where facts about these. Then follow this by a search of your community for Roman influence.

21. Look up in a dictionary a few words that have Latin influence and origin. You will be surprised how much of our language we owe to the Romans. Here are a few definitions:

- a. Kennel - from Latin word "canis" meaning dog
- b. barbarous - from Latin word "barbarus"
- c. bat - from Latin word "battuo" to beat
- d. debate - from Latin words de---down, battuo, beat
- e. eagle - from Latin word "aquila" eagle

22. If your father is a lawyer, perhaps he can tell you about the American laws of today that are taken from Roman laws.

23. Go to the library and find the story of Romulus and Remus. Tell it to the class.

24. Visit a museum and report to the class of the Roman objects of art there.

25. Draw pictures of the Roman Coliseum or other Roman buildings.

26. Read about and then describe to the class the Roman Forum.

27. Imagine you are a witness at a Roman circus game. Des-

cribe to the class what you would see.

28. Julius Caesar is sometimes called one of the most brilliant men. List the reasons why you would think so.

29. Whom of the Romans do you most admire? Tell the class why.

30. Draw a mural or series of pictures that describe Roman life.

Problems

1. How did the city of Rome start?

2. Do you believe the stories of Horatius and Cincinnatus? How do they compare with the story of Washington and the cherry tree?

3. Why were Rome and Carthage rivals?

4. Do you think it is good for a father to have as much power as the Roman fathers had?

5. How does the Roman Republic and the American Republic compare? Which is better?

6. Why were the Romans able to conquer such a large empire? How were they able to hold it together peacefully?

7. Did the conquered people learn to appreciate the Roman Empire? Why?

8. Why were the reforms of the Gracchi necessary? Why were they not successful?

9. Why was Caesar's conquest of Gaul important?

10. Why was taxation so heavy in the latter empire?

11. What was the effects of the Roman conquests on the Romans

themselves?

12. Do you think that the Romans were right in feeling that only an emperor could hold the empire together? What other methods have we thought of in modern times?

13. Why did the Romans want roads running from Rome into all of their provinces?

14. What do we mean by distribution of wealth? How did it affect the Roman empire?

15. Do you think that Julius Caesar made a good ruler of Rome? Why?

16. Why did the Romans persecute the Christians?

17. Why was it easy for Christianity to spread throughout the Roman empire?

18. Why would we not want to be masters of slaves any more than we would want to be slaves?

19. Why did the Romans become so bloodthirsty in their circus games?

20. What were the reasons for the fall of the Roman Empire? Can they be compared to things in the United States today?

21. Why were the barbarians able to come into the Roman empire?

22. What contributions did Rome make to the advance of civilization?

23. Why was the eastern half of the Roman Empire able to survive?

UNIT VI

THE DARK AGES

Overview

In the fifth century A.D. when internal forces had practically ruined the Roman Empire, the Germans living beyond the Rhine and Danube rivers overran the Empire. The Goths established kingdoms in Italy and Spain. The Burgundians settled in eastern Gaul. The Franks began to conquer the northern and central parts of Gaul and finally gave their name to all of it. The Lombards seized new homes in Italy and tribes of Angles and Saxons found their way by boat across the North Sea to Britain.

While the tribes were settling down and forming nations there was continual fighting. Swarms of barbarians followed one another through Europe, killing and plundering as they pleased.

In this mad turmoil all the learning, culture, and civilization of the Romans disappeared. It was surprising that the Christian Church survived all this violence and bloodshed, but amazingly it grew stronger until all of Western Europe belonged to the Church.

Objectives

1. The favorable climate, lure of riches, and the fear of the Huns led wandering tribes southward into the Roman Empire.
2. Here they absorbed some Roman culture but as

liberty loving people resisted Roman domination.

3. Learning and civilization retrogresses during eras of barbarian civilization, however, civilization tends to survive disaster and moves forward.

4. Periods of turmoil sometimes proves to be vehicles of progress.

5. New people add new vigor to civilization and evolve a new society built on the old.

6. Intermingling of peoples results in the amalgamation of cultures.

7. People naturally devise an organized society under leadership of foresighted leaders who recognize principles of human values.

Study Outline

The Dark Ages

I. The Teutons

A. The Old Home of the Teutons

1. Land
2. Customs

B. The Teutons Overrun the Empire

1. Alaric and the West Goths
2. The Vandals
3. Burgundians, Franks, and Lombards

C. Beginnings of New Nations and New Peoples

II. The Church

A. Its Growth

1. The Services Performed by the Church
2. Monasteries and Convents

B. Its Unity

III. The Empire of Charlemagne

A. Charlemagne

1. As King
2. As Emperor
3. His Services to the People

B. The Vikings

1. As Norse Pirates
2. As Three Nations
 - a. Norway
 - b. Sweden
 - c. Denmark

IV. Britain Becomes England

- A. The Teutons in England
- B. Christianity in England
- C. Alfred the Great
 - 1. His Wars against the Danes
 - 2. His Services to His Country

READING

Basic Texts

1. West and West, The New World's Foundations in the Old
 - ch. XIV The Teutons
 - ch. XV The Church in the Dark Ages
 - ch. XVI The Empire of Charlemagne
 - ch. XVII How Britain Became England
2. Hartman, Builders of the Old World
 - ch. VI Wandering Tribes Become Nations

General References

1. Coffman, Child's Story of the Human Race
 - ch. XXV The Coming of the Barbarians
 - ch. XXVI Franks and Mohammedans
 - ch. XXVII How England Began
 - ch. XXIX The Northmen
2. Emerton, Introduction to the Middle Ages
 - ch. III Alaric
 - ch. IV Vandals and Burgundians
 - ch. V Attila
 - ch. VII Franks
 - ch. VIII Germanic Ideas of Law
 - ch. X Franks and Mohammedans
 - ch. XIII Charlemagne
3. Guerber, Story of Our Civilization
 - pp. 167-171 The Huns
 - pp. 171-173 Arabian Civilization
 - pp. 174-179 Charlemagne
 - pp. 186-189 King Alfred
4. Haarem and Poland, Famous Men of the Middle Ages
 - pp. 1-15 The Gods of the Teutons
 - pp. 28-35 Alaric
 - pp. 35-46 Attila
 - pp. 46-54 Genseric the Vandal
 - pp. 61-70 Clovis
 - pp. 80-92 Mohammed

pp. 93-98 Charles Martel
pp. 135-142 King Alfred

5. Hall, Our Ancestors in Europe

pp. 141-144 Germans and Romans
pp. 151-156 Charlemagne
pp. 157-160 The Northmen
pp. 173-180 Rise of France as a Nation
pp. 181-187 How England Began
pp. 187-192 King Alfred
pp. 192-200 The Norman Conquest
pp. 213-217 Feudalism

6. Tappan, Old World Hero Stories

pp. 1-9 Alaric
pp. 10-15 Attila
pp. 16-18 Genseric the Vandal
pp. 19-24 The Teutons and their Myths
pp. 30-35 Clovis
pp. 35-38 Theodoric
pp. 38-47 Charles Martel
pp. 48-53 Charlemagne
pp. 72-76 King Alfred
pp. 86-93 Norman Conquest

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Activities

1. From Unit VI add to your notebook dictionary any new words and their meanings that you may find. How many of the following are new to you?

abbot	folk-moot	pillage
barbarous	gnomes	poetry
booty	heathen	prose
caravan	homage	ransacking
cloister	immortal	steward
convent	mead	threshold
convert	minstrel	Valhalla
courtier	monastery	verse
cowl	monk	wergeld
dole	nun	zealous
feud	pagan	

2. Add the following list of names and characters to your

"Who's Who." Write a brief description of each.

Aetius	Bede	Eric the Red
Alaric	Canute	Freya
Alcuin	Charlemagne	Gregory
Alfred	Charles Martel	Leif Ericsson
Attila	Clovis	Thor
Augustine	Egbert	Woden

3. On an outline map of Europe locate the original homes of the following tribes:

Angles	Franks	Norsemen
Britons	Huns	Saxons
Burgundians	Jutes	Vandals
East Goths	Lombards	West Goths

With different colored lines trace the migrations of each of these tribes.

4. Draw pictures of Viking boats. Compare them with boats of earlier peoples.

5. Make in chart form a comparative summary of events, leaders, lands conquered and contributions of early Spain, France, and England.

6. Go to the library and read some stories of the German gods such as Thor. Tell them to the class.

7. Write a composition comparing Charlemagne as a conqueror and ruler with Alexander and Caesar.

8. Write a composition telling in which ways you find Charlemagne and Alfred alike and unlike.

9. Read Longfellow's poem "The Discoverer of the North Cape" to the class.

10. Draw some pictures showing the home life of the Teutons.

11. Imagine you are a young boy witnessing a folk-moot.

Write what the discussion would be about.

12. Tell the class the story of how the Franks became Christians.

13. In the library look up the German story of Siegfried.

Tell it to the class.

14. Imagine yourself a German boy or girl riding along on a journey to a new home in the Roman lands. Write a story of what you might see and do.

15. Write a description of life in a monastery.

16. Write a bible story or prayer using the style of printing and illustrations that the monks in the monasteries used to write their books.

17. Make a list of the good qualities of the Germans. Make another list of their faults or shortcomings.

18. Write a few scenes from the life of Alfred the Great or Charlemagne.

19. Many German songs have been written about the German gods. See if you can find in your record collections at home any of this music. Ask your music teacher to play some records by Wagner to the class.

20. Imagine yourself a serf in Gaul when the Goths came. Tell what might have happened to you and around you.

21. Imagine yourself a boy with Alaric when he and his army entered Rome. Describe what might have happened.

22. Draw a blueprint or plan model of a monastery.

23. Make a list of the reasons why a man or woman in the Dark Ages would wish to take the three vows.

24. Write a composition telling how the monks saved most of the Roman learning through the Dark Ages.

25. Make a map showing the places where the Vikings settled

and the famous voyages they made.

26. Draw a map showing the extent of Charlemagne's empire.

27. Write a story of a Viking raid. You might imagine yourself a Viking making a raid or one of those living in a raided settlement.

Problems

1. Why were the Franks stronger than the other Teutons?
2. Why did the Franks have trouble with the Mohammedans?
3. What does the name Charlemagne mean?
4. What did Charlemagne do for schools, for his people, for the church?
5. What enemies threatened the Frankish kingdom after the death of Charlemagne?
6. One of the teachings of Christianity for almost two thousand years has been that men must love one another as brothers. Why, then, do Christian nations keep on going to war with one another?
7. What were the great services of the Christian Church to Europeans after the decline of the Roman Empire?
8. Is religion more of a power today than it was during the middle ages? Do you see any evidences of the power of religion?
9. Why should we all believe and practice religion tolerance?
10. Why did the Teutons wish to leave their old homes?
11. Did the Germans or Teutons like to live in towns? Why or why not?

12. What did the Germans learn from the Romans? Did the Romans learn anything from the Germans?
13. When the Germans entered the civilized lands of the Roman Empire, did they drive out the priests and monks and destroy the churches? Why or why not?
14. Why is the period from 400 to 800 A.D. called the Dark Ages?
15. What arrangements did the early English have that were like our town governments, our country government, our courts?
16. What are three good reasons why Alfred deserves the title "The Great"?
17. Why was there little law and order in Europe during the Dark Ages?
18. Why was the conversion of Clovis to Christianity an important event?
19. Charlemagne took care of himself physically just as athletes do. Do you think careful living helps to success in work as well as in sports? Give reasons for your answer.
20. What were some of the things that made it hard for Charlemagne to set up a strong government? Did the old Roman Empire have all these same difficulties?
21. The title that the Pope gave to Charlemagne, that is the "Emperor of the Romans" is called an empty title. What does this mean?

UNIT VII

THE FEUDAL AGES

Overview

While the various tribes were settling down and new nations were beginning to emerge in Europe, there was continual fighting. In the absence of law and order men were ready to exchange some of their freedom for security. A social hierarchy developed on each level. The stronger man gave protection and the use of part of his land to the weaker. In return he received a promise of loyalty and of aid in war. This social order called feudalism lasted for centuries.

The typical feudal community centered around the castle of the noble and his household. While the nobles lived extravagantly and engaged in frequent wars, the serfs did all the work necessary to support the castle. For centuries the church was the only institution that tried to carry civilization forward.

Because of the Crusades towns gradually grew up. Here trade and craftsmanship flourished and people grew wealthy enough to buy their independence from the nobles. These towns then governed themselves and paid taxes only to the king. For the kings, needing more revenue, supported the towns' efforts to win freedom, and the townspeople wanting free trade and travel, helped the kings to break the power of the nobles and establish strong central governments.

Objectives

1. Under feudalism which became the new way of life in Europe, people gave up their freedom in return for protection and a livelihood.
2. Feudal society became a pyramid of classes in which the ruling classes intensified the oppression of the serfs.
3. The lack of law and order made this a warring age and feudal manors were constructed as fortresses.
4. Knighthood established customs of the period and helped spread Christianity.
5. The Christian Church during the feudal age carried on the learnings of Greece and Rome, preserved past records and established educational institutions.
6. The Christian Church offered the people new spirit and hope and encouraged the practise of Christianity to help the people.
7. The Crusades gave new courage to the oppressed people, revived travel, trade and learning, and helped weaken the nobles and break feudalism.
8. Gradually the people gained in strength and bought or demanded their freedom.
9. Townspeople obtained written charters to defend their freedom and vested their power in one leader, the king, instead of the noble.
10. The towns gradually became centers of trade and industry, and nationalism supplanted feudalism in Europe.

Study Outline

The Feudal Age

1. The Fighters of Feudal Times
 - A. The Nobles
 - B. The Vassals
 - C. The Fortified Castle
 - D. The "Ordeal"
- II. Life in Feudal Times

- A. In the Castle
 - 1. Meals in the Hall
 - 2. Favorite Sports
 - a. Fighting
 - b. Hunting
 - c. Hawking
- B. Becoming a Knight
 - 1. Page
 - 2. Squire
 - 3. Knight
- C. In the Village
 - 1. The Manor
 - 2. The Church
 - 3. The Business of the Village

III. The Crusades

- A. Causes of the Crusades
 - 1. Early Pilgrimages
 - 2. The Turks
 - 3. The Council of Clermont
- B. The Crusades and their Results
 - 1. The Peoples' Crusade
 - 2. The First Crusade
 - 3. The Third Crusade
 - 4. Results
 - a. Revival of Shipping and Trade
 - b. Building of Towns
 - c. Breakdown of Feudalism
 - d. New Age of Learning

IV. Towns in the Middle Ages

- A. Town Charters
- B. Life in the Towns
- C. Trade Guilds
- D. Universities
- E. City Leagues
- F. The New Clergy

READING

Basic Texts

1. West and West, The New World's Foundations in the Old
 - ch. XVIII The Feudal Age: The Fighters
 - ch. XIX How People Lived in Feudal Times
 - ch. XX Why the Crusades Began
 - ch. XXI The Crusades and Their Results
 - ch. XXII Towns in the Middle Ages
2. Hartman, Builders of the Old World
 - ch. VII New Ways of Living

General References

1. Davis, Life on a Medieval Barony
 - ch. IV Games and Diversions
 - ch. VI The Family: Life of the Women
 - ch. VII Cookery and Mealtimes
 - ch. VIII The Jongleurs and Literature
 - ch. IX The Feudal Relationship: Doing Homage
 - ch. X Justice and Punishments
 - ch. XIII The Tournament
 - ch. XIV The Siege of a Castle
2. Guerber, The Story of Old France
 - pp. 109-113 The First Crusade
 - pp. 116-119 The Second Crusade
 - pp. 119-123 The Third and Fourth Crusade
3. Guerber, Story of Our Civilization
 - pp. 197-200 Pilgrims and Pilgrimages
 - pp. 200-202 The First Crusade
 - pp. 203-206 The Third Crusade
4. Haaren and Poland, Famous Men of the Middle Ages
 - pp. 173-179 Peter the Hermit
 - pp. 180-184 Frederick Barbarossa
 - pp. 189-194 Richard the Lion-hearted
5. Hall, Our Ancestors in Europe
 - pp. 213-217 Feudalism
 - pp. 224-227 A Siege
 - pp. 228-232 A Tournament
 - pp. 239-247 Knightly Pleasures
 - pp. 247-263 Farmers
 - pp. 263-277 Townsmen
 - pp. 277-295 Traders
6. Tappan, Old World Hero Stories
 - pp. 136-141 Peter the Hermit
 - pp. 141-147 Richard the Lion-hearted
 - pp. 147-154 The Children's Crusade
7. Tappan, When Knights Were Bold
 - ch. I Page, Squire, and Knight
 - ch. II The Knights Arms and Armor
 - ch. III Jousts and Tournaments
 - ch. IV How to Capture a Castle
 - ch. V Daily Life in a Castle
 - ch. VI Life in A Town
 - ch. XI Merchant Guilds and Craft Guilds
 - ch. XII How Goods Were Sold

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Activities

1. From Unit VII add to your notebook dictionary any new words and their meanings that you may find. How many of the following are new to you?

apprentice	friar	pendulum
armor	garrison	pilgrim
bazaar	guild	portucullis
caliph	gondola	postern
cathedral	gospel	redress
charter	Gothic	relic
crop-rotation	hermit	remission
Crusade	journeyman	sentinels
curfew	Koran	shrine
damask	knight	solicitude
disciples	lances	squire
drawbridge	manor	steward
dub	massive	tapestries
expedition	master craftsman	toll
fair	moat	tournament
falcon	Mohammedan	trestles
falconry	morocco	valor
fallow	mosque	vassal
feudal	munners	visor
feudalism	page	windmill
fief	pageant	yoke
fortified	peasant	

2. Add the following list of names and characters to your

"Who's Who." Write a brief description of each.

Allah	Philip Augustus
Benedict	Pope Urban II
Frederick Barbarossa	Richard the Lion-hearted
Haroun-al-Raschid	St. Francis
Mohammed	St. Thomas Becket
Peter the Hermit	Walter the Penniless

3. Discuss the good ideas in the teaching of Mohammed. Tell which you like best? Why?
4. The class could make a play of one scene in which a Christian and a Mohammedan meet and talk. Each could ask questions of each other.
5. Show on a map the largest extent of the Mohammedan empire. Find Mecca, the holy city of the Mohammedans.
6. List the reasons why different groups were glad to go to the Holy Land: the debtors, the merchants, the poor, the knights, and the prisoners.
7. Make a scrap booklet collecting from newspapers and magazines pictures of monasteries, castles, cathedrals, knights, and other things in the feudal age. Write something about each picture.
8. If you know some one who has visited Europe, ask him to describe any castles or cathedrals that he might have seen.
9. Choose one of the following subjects for a composition:
 1. Westminster Abbey
 2. The Tower of London
 3. The Alhambra
 4. The Children's Crusade
10. Imagine you are a squire going with your knight on a Crusade. Write what you would see and do.
11. Write a composition about a knight's education and training.
12. Write a composition describing one of the following:
 1. A Castle
 2. A Lord's Manor
 3. A Town

13. Imagine you are a serf. Write a composition telling how your day would be like.
14. Imagine you are a monk or a nun. Write a composition telling how you would spend your day.
15. Draw some scene of feudal life, for example, a castle, a serf's home, a monastery or any other scene that appeals to you.
16. Draw a plan of the lands of a manor showing how the fields were divided.
17. Make a cardboard model of a castle and courtyard of the Middle Ages.
18. Imagine yourself a son or daughter of a noble. Write a short story of a visit to a tournament. Tell how you were dressed for the occasion and describe the events of the day.
19. Make a list of the conveniences in our homes today which would not have been found in a castle of the Middle Ages.
20. The class could hold a medieval fair. One group may learn some troubadour songs and dress as wandering singers. Others may be strolling players, jesters, and jugglers.
21. Try to find pictures of Mohammedan buildings. Make a list of the things about those buildings that are different from Greek or Roman buildings.
22. Imagine yourself going on a pilgrimage to the Holy Land and describe your adventures.

Problems

1. In what countries today are most of the people Mohammedans?

What recent important events have taken place in any of them?

2. In what ways did the Crusades help the kings build up their power and so help to do away with feudalism?

3. What things did Bagdad have that cities in Western Europe in the Feudal Ages did not have?

4. What reasons can you find why dreadful plagues swept over the towns of Europe in the Middle Ages? What measures do we take to prevent such plagues today?

4. What towns in our country have grown chiefly because they were well placed for trade with foreign countries?

6. What towns in Europe grew because they were well placed for trade?

7. In the days when there was no central government in the country, what services did each of these groups render: the nobles, the vassals, the serfs, the monks?

8. What ideas of knighthood resemble the aims of good citizenship today?

9. How could gunpowder help do away with feudalism?

10. What is the difference between a slave and a serf? Did the serf have any rights?

11. Some farmers today do not own the land they till. They rent the land and are called tenants. How do such farmers differ from the serf of the Middle Ages?

12. Why did the feudal lords live in a strongly fortified castle?

13. How did a lord get his fighting men? How did he pay for

these fighting men?

14. What were the sports of the nobles and his friends?

15. What were the duties of a vassal to his lord? Did the lord do anything to help the vassal?

16. Why did men become vassals of great lords?

17. Why were the castles so strongly fortified?

18. What were some of the foods served at a lords table?

19. How did a boy become a knight? Could any boy become a knight?

20. How did a serf's life differ from that of a lord's?

21. Why were the farming lands of a feudal estate divided into three fields?

22. How was Mohammedan civilization better than Christian civilization during the Middle Ages?

23. What were the contributions of the Mohammedans to civilization?

24. Do you believe it is fortunate that we do not have any fixed social classes here in America?

25. In America the oldest son has no more rights than any other child. Which is the better way, ours or that of the Middle Ages? Why?

26. What were the things about the life of a knight that were not good?

27. What was lacking in the education of a knight?

28. When you speak of a chivalrous person today, what do you mean?

29. How did the town help to win new rights for the common people?

30. Was there any educational value from the Crusades to the people who fought in them? What were the values?

UNIT VIII

THE AWAKENING OF EUROPE

Overview

In the centuries following the Norman Conquest the foundations of democracy were laid throughout Europe, especially England. Here the Magna Charta safeguarded all freemen from arbitrary acts of the king and reserved the power of taxation to the Great Council of nobles. This Great Council was later extended to include representatives of the common people, and gradually through its control of taxation took the legislative initiative away from the king.

Meanwhile the serfs becoming increasingly dissatisfied with their status banded together and demanded equality. These attempts were not immediately successful, but they were gradually conceded more rights.

By the fifteenth century people were questioning the earlier ways of thinking. They had become more free to understand themselves and their relations with one another. The invention of the printing press spread learning widely among the people. Scientists combatting popular superstition laid the foundations of modern science. Creative genius was released by the new atmosphere, and artists produced masterpieces of painting, sculpture, and literature.

Objectives

1. Law, which is a systematic order of rights, is an

instrument in bringing about equality.

2. Rulers excluded from the law destroy the value of the law, and unjust tyranny gives the people the cause to demand rights by force.

3. Educated people recognize that they are entitled to freedom and no longer accept slavery.

4. Written law becomes a permanent record of man's rights.

5. England's contributions to democracy were trial by jury, Common Law, the Magna Charta and representative government.

6. The learnings of the Ages are recognized when people have freedom to appreciate them.

7. Man's achievements are represented in investigation and experimentation about himself and his surroundings.

8. Developments in communication help the spread of learning.

9. Economic freedom helps to release man's creative expression and his thoughts and reactions are reflected in his art.

10. The contributions of the Renaissance were creative expression in the arts, foundations of thinking in science and education, and the scientific and questioning attitude.

Study Outline

The Awakening of Europe

I. The Beginnings of Democracy

A. New Nations

1. England

a. The Norman Conquest

b. The New English Language

c. Common Law

2. Germany

3. Italy

4. France

B. The Magna Charta

1. King John

2. Runnymede 1215

3. Taxation without Representation

- C. Parliament
 - 1. Simon de Montfort
 - 2. Great Council
 - 3. Two Houses
 - a. House of Lords
 - b. House of Commons
- D. Serfs Seek their Freedom
 - 1. Black Death
 - 2. John Wycliff
 - 3. Peasant Rebellion 1381

II. The Renaissance

- A. The Revival of Learning
 - 1. Literature
 - a. Petrarch
 - b. Chaucer
 - 2. Art
 - a. Van Eyck Brothers
 - b. Raphael
 - c. Michelangelo
 - 3. Science
 - a. Leonardo da Vinci
 - b. Roger Bacon
- B. New Knowledge of the World
 - 1. Geography
 - a. Marco Polo
 - b. His Book
 - 2. New Inventions
 - a. Printing
 - b. Gunpowder
 - c. Sawmills
 - d. Spinning Wheels

READING

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 - ch. XXIII New Nations Grow Up in Western Europe
 - ch. XXIV The English People Win More Freedom
 - ch. XXV Europe Wakes Up
- 2. Hartman, Builders of the Old World
 - ch. VIII Foundations of Freedom
 - ch. IX The Great Awakening

General References

- 1. Guerber, Story of Old France
pp. 145-154 Beginning of the Hundred Years War

pp. 182-184 The Treaty of Troyes
 pp. 185-198 Joan of Arc

2. Guerber, Story of Our Civilization
 pp. 192-197 Norman Conquest
 pp. 210-214 John and the Magna Charta
 pp. 214-218 The Hundred Years War
3. Haaren and Poland, Famous Men of the Middle Ages
 pp. 163-166 Edward the Confessor
 pp. 194-196 John
 pp. 198-205 Louis IX
 pp. 219-225 Edward the Black Prince
 pp. 239-246 Henry V
4. Harding, New Medieval and Modern History
 pp. 212-215 Henry II
 pp. 216-219 John and the Great Charta
 pp. 221-225 Rise of Parliament
5. Webster, Early European History
 pp. 529-530 Meaning of the Renaissance
 pp. 530-533 Revival of Learning in Italy
 pp. 533-535 Paper and Printing
 pp. 537 The Old Masters
 pp. 538 Music
 pp. 539-543 The Renaissance in Literature
 pp. 544-545 The Renaissance in Education
 pp. 545-548 The Scientific Renaissance
 pp. 548-555 The Economic Renaissance
6. Whitcomb, Young People's Story of Art
 pp. 125-135 Raphael
 pp. 136-140 Correggio
 pp. 141-151 Titian
 pp. 176-185 Velasquez
 pp. 186-198 Murillo
 pp. 201-206 The Van Eycks and their Followers
 pp. 207-219 Rubens
 pp. 220-229 Van Dyck
 pp. 235-246 Rembrant
 pp. 268-277 Albrecht Durer
 pp. 279-285 Hans Holbein
 pp. 301-311 Sir Joshua Reynolds

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Activities

1. From Unit VIII add to your notebook dictionary any new words and their meanings that you may find. How many of the following are new to you?

artist	heresy	printing press
bondage	House of Commons	rebellion
burgesses	House of Lords	recant
central government	impositions	representative
chronicle	interdict	scientist
circuit court	jury	sect
Common Law	lieges	sheriff
consecrated	local government	shire
country-gentleman	Magna Charta	States General
court	magnet	studio
courtiers	musket	telescope
custom	nation	treatise
engineer	palace	type
excommunicated	Parliament	villeinage
fresco	peers	wizard
heretic	petition	yeoman

2. Add the following list of names to your "Who's Who."

Write a brief description of each.

Conrad	Marco Polo
Chauser	Michelangelo
Edward I	Petrarch
Edward the Confessor	Philip Augustus
Fra Anglico	Raphael
Grindecobbe	Roger Bacon
Harold	Rubruk
Henry III	Simon de Montfort
John Ball	Stephen Langton
John Gutenberg	St. Louis
John Wycliff	Van Eyck Brothers
King John	Wat Tyler
Leonardo da Vinci	William the Conqueror

3. Draw a map of Europe as it appeared in the year 1499.

4. Write a composition explaining the Magna Charta, the rights it gave, and its importance.

5. Write a play about the early visitors to Britain. It might have the following scenes:

1. The Romans in Britain
2. The Angles and Saxons
3. The Danes
4. The Normans

6. Make a Renaissance book. In it put pictures of the activities of that time. Find pictures in old magazines and newspapers. Cut them out and put them in your Renaissance book.

Write a good paragraph about each picture. If you cannot cut a picture out of a book, copy it.

7. Look up the invention of paper in the Encyclopedia and report to the class on it.

8. Look up the invention of gunpowder in the Encyclopedia and report to the class on it.

9. Debate the question: Resolved that we are at the be-

ginning of a new Renaissance in America. There are two different views on this question. Some people think that a new Renaissance is about to take place. Others think that Americans are in the place where the Romans were when the barbarians captured Rome.

10. Make a list of the rights which the common people have today which they did not have in the olden days. Write a paragraph or two on the value of each to you.

11. Attend a trial at court. You can learn a great deal about how we try to give justice to all by attending a few trials. Note what the judge says and what the lawyers and witnesses say.

12. Write a composition telling how we in America are trying to give everybody a chance to enjoy life and to do the things his natural powers fit him to do. Show in it how it is possible for all Americans to be equal yet not alike.

13. The class could dramatize King John's signing of the Magna Charta.

14. Write a composition comparing the English Parliament with the United States Congress.

15. Explain to the class how John Gutenberg's printing press worked and then tell the class how a modern printing press works.

16. Make a booklet of the great artists and their works. Put in it pictures or drawings of the artists of the Renaissance giving a brief description of each.

17. Draw a pictorial map of Europe. In the proper places draw pictures to indicate the Renaissance period, the cities of great artists or writers, where famous buildings are found, where scientists and scholars studied, and where universities were founded.
18. Imagine you are a serf and tell about your part in the Peasant Rebellion.
19. Imagine yourself one of the town representatives in the first Parliament and tell what happened there and how you thought and felt.
20. Write down all the reasons you can why the Renaissance started in Italy instead of England.
21. Learn what you can about how juries are used in our courts. The class might hold a jury trial to show how the jury system works.

Problems

1. Why did the Church educate boys in the Middle Ages? Why did the merchants educate boys? How could a boy get an education if he did not want to be a churchman or a merchant?
2. Which of these are the names of nations: France, Indian, Jew, Italy, Eskimo, Norway, Negro?
3. What are the conditions that help give a people a strong national spirit? What conditions helped to give the United States a national spirit?
4. What did the Norman kings do to make England a united country?

5. What do you think was the most important right the people obtained in the Magna Charta? Why?
6. What is the meaning of the expression "No taxation without representation?"
7. What is the House of Commons? How did it become part of the English Parliament?
8. Why were no nations formed in Central Europe until long after the period we have been studying?
9. What conditions helped to bring about the freeing of the serfs?
10. Has anyone ever invaded England successfully since William the Conqueror? Why?
11. Why is it unlikely that we shall ever have a disease in this country that will cause great loss of life as the Black Death?
12. Do you think the world may lose again the learning of the past, as it did in the Dark Ages? Give reasons for your answer.
13. Why did the coming of the Turks to Constantinople cause the Greek scholars to leave the city? Why is it important to us that the scholars left the city?
14. Who is more likely to add to the knowledge of the world: the person who reads as much as he can and believes what he reads, or the person who takes time to think about what he reads?
15. What were the important inventions of the Renaissance?

16. Why was it difficult for the nations of Europe to unite into one large nation as the states of our country did?

17. Why was the power of the kings of England and France increased by setting up royal courts to replace those formerly held by the great lords?

18. Why is it important that everyone make the best possible use of his mind?

19. Do you feel that a boy or girl who swaggers through the hall disturbing others is making the best use of his freedom?

20. Paper and printing played a great part in the Renaissance. How might they be made to play a more important part than they do today? How may people develop through the reading of good books? How many do you think do so?

21. Do you think that gunpowder has been more of a blessing or a curse? Why?

UNIT IX

NEW WORLD DISCOVERIES

Overview

The ancient civilizations of India and China were almost unknown to Europeans until the end of the Middle Ages. Mohammedan traders then began to bring the luxuries of the East to Europeans who wanted to trade directly with them. Merchants and kings realized that finding a water route to the East would so lower the cost of carrying goods that the nation which found it would control the Eastern trade. As larger ships were built and navigation improved, sailors started exploring the coast of Africa. After many attempts, the southern tip of Africa was rounded and trade with the East became a certainty.

Toward the end of the fifteenth century scholars were beginning to believe that the earth was round and that the shortest route to the East might be west across the Atlantic. The attempts Columbus made to verify these ideas and gain the Eastern trade for Spain failed, and the importance of his voyages were not understood until many years of exploring revealed the size and resources of the two western continents. Later, other nations sent explorers to find and claim lands across the ocean. The Spanish, English, Portuguese, and French built up empires in the New World and brought with them elements of their cultures.

Objectives

1. New learning enlarged man's ideas about the earth, and truth and fact replaced superstition.
2. The lure of the unknown, the acquisition of greater scientific knowledge and the desire for great gain increased man's desire to explore.
3. By experiment and accident many great discoveries were made, and on the basis of one discovery many subsequent discoveries were made.
4. Search for truth led to reaction against established beliefs and persecution could not control man's thoughts and beliefs.
5. Established facts which today are taken for granted were at the time of discovery great accomplishments.
6. The effects of discovery on the Old World were new fields of knowledge and exploitation and an enlarged physical world to attempt to control.
7. The race for supremacy in the New World led to Spanish, Portuguese, English and French empires in the New World.
8. European culture was carried to and transplanted in a new land.

Study Outline

New World Discoveries

- I. Europe Finds America
 - A. What Led to the Discovery of America
 1. Trade with the East
 2. Need of New Trade Routes to the East
 3. New Knowledge of the Earth
 4. Advances in Navigation
 - B. Spain and Portugal Venture into Strange Seas
 1. Henry the Navigator
 2. Bartholomew Diaz
 3. Christopher Columbus
 4. Vasco da Gama
- II. Spain Claims the New World
 - A. Other Explorers who Sailed West

1. Americus Vespucci
2. Magellan
3. Cabral
- B. Colonies Founded
 1. West Indies
 2. Mexico and Peru
 3. Florida and the Southwest
 4. Brazil

III. Spain's Rivals in Europe and America

- A. The War Between Catholics and Protestants
 1. The Thirty Year's War in Germany
 2. The Huguenots in France
 3. The Growth of the Church of England
 4. War Between Spain and Holland
 5. Defeat of the Spanish Armada
- B. New Colonies in America
 1. The Dutch in New Amsterdam
 2. The Swedes on the Delaware
 3. The English in Virginia and Massachusetts
 4. The French on the St. Lawrence and in Louisiana

READING

Basic Texts

1. West and West, The New World's Foundations in the Old
 - ch. XXVI Europe Finds America
 - ch. XXVII Spain Claims the New World
 - ch. XXVIII Spain's Rivals in Europe
 - ch. XXIX Spain's Rivals in America
2. Hartman, Builders of the Old World
 - ch. X Europe Looks East
 - ch. XI Finding a New World

General References

1. Coffman, The Child's Story of the Human Race
 - ch. XL Prince Henry and His Captains
2. Guerber, Story of Our Civilization
 - pp. 227-232 Wanted, A Sea Route to the East
 - pp. 233-239 Journeys and Discoveries
 - pp. 239-245 More Discoveries
3. Hall, Our Ancestors in Europe
 - pp. 341-346 Early Sailors and Their Ways
 - pp. 346-349 Wanted, A New Route to India

- pp. 349-360 Portugal's Great Explorers
 - pp. 360-368 Spanish Ships in a New World
 - pp. 369-375 Magellan
 - pp. 379-384 Spaniards in America
 - pp. 386-388 Huguenots in America
 - pp. 388-393 Spain and the Netherlands
 - pp. 393-408 Spain and Her Enemy, England
4. Harding, New Medieval and Modern History
 pp. 360-366 Huguenot Wars in France
 pp. 366-372 Revolt of the Netherlands
 pp. 372-378 Thirty Years War
5. Herrick, History of Commerce and Industry
 ch. XIII Geographical Knowledge at the Close of
 the Middle Ages
 ch. XIV Portuguese Exploration and Trade
 ch. XV Spain and Her Colonies
 ch. XVI England and the Commercial Revolution
 ch. XVII Dutch Commerce and Colonies
6. Webster, Early European History
 pp. 552-556 Medieval Geography and Aids to
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 pp. 556-560 Portugal
 pp. 560-566 Columbus and Magellan

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Activities

1. From Unit IX add to your notebook dictionary any new words and their meanings that you may find. How many of the following are new to you?

Armada	continent	navigator
astrolabe	dike	necessities
broadside	freedom of religion	Protestant
caravan	galleon	pueblo
Catholic	Huguenot	spices
Church of	Lutheran	state church
England	luxuries	stock company
circumnavigate	mission	religious toleration
colony	monopoly	tolls
compass		

2. Add the following list of names to your "Who's Who."

Write a brief description of each.

Cabot	Hudson	Prince Henry
Cabral	Joliet	Queen Elizabeth
Cartier	King Ferdinand	Queen Isabella
Champlain	King Philip	Roger Williams
Columbus	Las Casas	Sir Humphrey Gilbert
Coronado	La Salle	Sir Philip Sidney
Cortes	Lord Baltimore	Sir Walter Raleigh
Da Gama	Luther	Verazano
De Soto	Magellan	Vespucius
Diaz	Marquette	William of Orange
Drake	Montezuma	William Penn
Gustavius Adolphus	Pizarro	

3. On an outline map of the world trace in the voyages, journeys, and discoveries of the following: Cabot, Cabral, Cartier, Champlain, Columbus, Coronado, Carter, da Gama, de Soto, Diaz, Drake, Hudson, Joliet and Marquette, La Salle, Magellan, Pizarro, Verazano, and Vespucius.

4. On an outline map of the world trace in the claims and settlements of the following countries to the year 1620: Spain, France, Portugal, England, Holland, and Sweden.

5. Make a list of the scenes in the life of Columbus which may be dramatized.

6. Imagine you are a sailor on the Santa Maria sailing for the Indies, write a diary of what you might see and think.

7. Make a list of the reasons a young man desiring to join an expedition to the New World might have given to his parents in order to win their consent.

8. Make a booklet of drawings, maps, and pictures telling the story of the discovery of the New World.

9. Bring to the class Joaquin Miller's poem "Sail On." Read it to the class and tell what Miller meant when he said a new day was dawning for mankind when Columbus discovered America.
10. Imagine you are a sailor with Magellan sailing around the world. Write a diary of the voyage, describing the lands you visit and the events that happen.
11. Make a list of the products that Europeans obtained from the East and tell the use and value of each.
12. Choose one of the various explorers in this unit and tell the class the story of his life and explorations.
13. Debate the question: "Resolved that America should have been named Columbia."
14. Bring a small compass to class. Tell the class how it is constructed and used.
15. Look up sailing in an encyclopedia. Tell the class how a sailing ship can go against the wind.
16. Imagine that Portugal had modern newspapers when Vasco da Gama returned after finding an all-water route to India. Write a news article reporting the event.
17. Make a chart giving the names of the explorers, the country he sailed for, and the lands he discovered.
18. Make a list of the cities and important natural features in the United States that have French, Spanish, and English names.
19. Read about Sir Francis Drake and then tell the class some of his adventures in plundering Spanish ships.

20. Make a list of the chief events that led to the discovery of America.

21. Draw posters urging men of the sixteenth century to go on an exploring expedition to the New World.

Problems

1. What did Ferdinand and Isabella do for Spain?
2. Why did Portugal become a separate nation?
3. What were some of the things that Wycliffe and Luther taught?
4. Why did the nations of Europe want to find a new trade route?
5. Why was it hard for Columbus to find a crew?
6. How did Magellan prove that the earth was round?
7. What purposes led the English and French to come to the New World?
8. What do you think of giving credit for the discovery of America to the Norseman?
9. Was Columbus a success?
10. What right did Columbus have to take possession of the land for the King of Spain?
11. Why would such a man as Columbus have enemies?
12. What reasons were there for the exaggerated tales about America that were told throughout Europe?
13. What was there in the previous history of Portugal that might have developed Magellan as a great sailor?
14. How do you suppose the Spanish justified the conquest of

Mexico and Peru?

15. How do you feel that the Spanish should have acted towards the Incas and Aztecs?

16. Do you believe that the English and French had just claims to American lands?

17. Why were the sailors afraid to sail out into the Atlantic?

18. What do you think Prince Henry hoped to find out from his studies and from voyages of his sea captains? What important things did he learn?

19. What were some of the superstitions that the people had in the Middle Ages about the earth and the sea?

20. What things did the people of southwestern Europe sell to the people of northwestern Europe? What things did the people of western Europe sell to the Far East? What things did the people of the East sell to western Europe? Where do we in America get those things now?

21. What is the shortest water route from Portugal to China? From New York to China?

22. How did the new world come to be called America?

23. Can you guess why the Indians everywhere told the white men that if they would go farther they would find gold?

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